

Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g) **Transformation Model**

Cover Page

Please Note: You may only type in the gray areas.

District Livingston County	DISTRICT Mailing Address	
	Street Address 1	127 East Adair Street
Name of District Contact Victor Zimmerman	Street Address 2	PO BOX 219
	City	Smithland ZIP 42028
Position Superintendent	Phone	270-928-2111
	CONTACT Mailing Address (if different)	
Email victor.zimmerman@livingston.kyschools.us	Street Address 1	
	Street Address 2	
Submission Date (office use only)	City	ZIP
	Phone	

District Name		NCES ID#	Total Awarded
Livingston County School District		2103510	\$
	School Name	NCES ID#	Intervention
1	Livingston Central High School	210351000924	Transformation Model
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District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- (3) If it implements a restart model in a Priority School, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the KDE the school-level data required under section III of the final requirements.

Superintendent Signature

Date

Notary Public

My commission expires

Notary seal

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District Actions

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Describe the district's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

The Livingston County School District has experience sustaining and supporting grant funded programs. Currently, the district operates four 21st Century Community Learning Centers (21st CCLC), Family Resource and Youth Services Centers (FRYSC), Read to Achieve grant, Mathematics Achievement grant, Preschool Partnership grant, School Improvement Grant 2014-2017, Vocational Education and Perkins funds, and Race to the Top funds.

The building principal will collaborate with the 21st CCLC program and FRYSC to further develop services specific to the high school and the identified needs. These efforts will assist in providing additional support programs and alleviate the possibility of duplication of services. In addition, the principal will meet regularly with the superintendent and other district administrators to review progress and plan for additional support strategies.

ESS funds are utilized during the regular school day through a waiver and focuses on Response to Intervention (RtI) Behavior efforts.

The district will support the efforts of Livingston Central High School (LCHS) to provide resources that will fully and effectively implement the required activities described in this application. Each district-level administrator will offer his/her expertise to assist in addressing identified needs and SMART goals as outlined in this SIG application.

- The Superintendent will lead recruitment and retention efforts to assure next generation professionals are employed at LCHS. He will oversee evaluation policies/procedures and provide training for LCHS administrators in proper evaluation.
- The District Assessment Coordinator (DAC) will focus on assessment data as well as college and career readiness. She will assist with determining the success of literacy and math SMART goals identified in the SIG application utilizing College Equipped Readiness Tool (CERT) testing data as a resource. The DAC will serve as the district contact for school-wide improvement/innovation efforts.
- The RtI Coordinator will oversee the implementation of the district's plan to: a) utilize a universal screener to identify students in need of intervention services; b) progress monitor students; c) provide tiered service delivery; d) use data to support decision making; e) involve parents; f) determine fidelity of implementation; and g) provide professional learning opportunities. Assessments

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include CERT, STAR, ACT, EOC, K-PREP, and school-level formative/summative assessments. As a resource, the high school utilizes Catchup Math as an online curriculum support for math (including intervention and special education) to improve student success and teacher effectiveness due to differentiated instruction, complete coverage of state standards, automatic homework grading, and intuitive reports. Catchup Math includes Grade 6 Math up through Geometry, Algebra 2 and College Developmental Math, drilling down to elementary school topics as needed by individual needs. Catchup Math covers topics with instructional videos, lessons, hands-on activities, practice problems, and formative/summative assessments. LCHS also uses Reading Plus, a web-based program that is also common core aligned and designed to transform how, what, and why students read while broadening interests and building knowledge.

- The Director of Pupil Personnel (DPP) will focus on implementation of SMART goals as they relate to Next Generation Learners' programs and supports. The DPP will also continue efforts to increase attendance and graduation rates.
- The District Finance Officer will review federal and state funding allocations to focus support strategies at LCHS and allow for fiscal sustainability of SIG initiatives.
- The Director of Special Education (DoSE) will provide professional learning opportunities to address identified gaps, be utilized as a resource in scheduling, and collaborate with WKSEC and Western Ky. Novice Reduction Coach to provide co-teaching instructional support for teachers, support Positive Behavioral Interventions and Support (PBIS) and any additional training regarding instructional strategies for students identified for special education.
- The IT staff will provide assistance regarding technical support and recommendations.

Other Resources:

- FRYSC will facilitate services to families and the community, expand existing programs that address barriers to a student's education, and collaborate to provide additional programming.
- The 21st CCLC program (Project Pass) will offer services during the school year on Monday through Thursday from 3:00 PM until 6:00 PM. A focus will be given to students: 1) identified as free/reduced lunch status; 2) at-risk of failure; and/or 3) identified as not performing at grade-level. Services will include tutoring, homework help, academic skill enhancement, and enrichment activities. This program will proactively link with the regular school-day to offer after-school services designed to assist students identified at-risk of failure and negate the need for credit recovery programs typically hosted during the summer. Summer activities promoting career/college readiness and service learning will be offered in accordance to grant guidelines for at least 20 days for no less than 6 hours daily.

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The district will develop new partnerships and expand existing relationships in an effort to make LCHS a successful school. These partnerships are a vital link to the success of the high school and will assist in identifying gaps and needs. Also, these partnerships will directly involve community members with the decision making process and be a vital force in educational decisions at LCHS. Services will be designed and implemented with a focus on the SMART goals identified in this application.

An example of existing community involvement/partnerships includes, but is not limited to, local scholarships offered to our students:

- American Legion Auxiliary Scholarships
- Delmer Mitchell Memorial Scholarship
- American Legion Post 217 Scholarships
- Grand Rivers Chamber of Commerce Scholarship
- Leva Collins Memorial Scholarship
- Livingston County Conservation Scholarships (4)
- Roger Lynch Memorial Scholarship
- Livingston County Hospital Auxiliary
- Marie Moodie Memorial Incentive Awards
- J .Preston Dabney Scholarship
- George and Opal Pullen Memorial Scholarship
- Lillian Boswell Scholarship
- Dallas & Emma Maxfield Scholarship
- G A Carroll Scholarship
- Cody Cooper Scholarship
- Stephanie Peek Kirk Scholarship
- Keira Holt Scholarship
- J.C. Joiner Scholarship
- Hazel Demery Scholarship
- Livingston County Education Association Scholarship
- Livingston County Farm Bureau Scholarship
- Gilbertsville Masonic Lodge #835 Scholarship
- Livingston County Community Scholarship
- Harold W. Hopkins Memorial Scholarship
- FFA Alumni Scholarship
- Ledbetter Fire and Rescue Scholarship

Other community partners donate funds to LCHS to support various programs:

Vulcan Materials

Warren Paving

Lafarge

Farmers Bank

C-Plant Credit Union

Woodmen of the World

Masonic Lodge

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National Wild Turkey Federation
Ducks Unlimited
Livingston County Historical Society
Relay for Life
Livingston County 4H Extension Office

In collaboration with the public relations director, the principal will develop open, two-way communication and networking with major stakeholders within the community. Additionally, the leadership team will generate feedback from groups involved in the development of policies and programs utilizing ad hoc committees, teachers' meetings, SBDM meetings, parent/teacher conferences, and Livingston County Board of Education meetings. Bi-annually, events will be planned and open to the public to showcase SIG initiatives.

If all Priority Schools are not served, explain why the school(s) will not be served and provide supporting documentation for the decision.

LCHS is the only school in the district identified as a Priority School.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three-year line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s') intervention model to address the causes and contributing factors to low student achievement at each of the school(s)).

The Livingston County School District is choosing not to use SIG funds for district level services.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

District funds have been allocated to pay for:

- Standardized Testing and Reporting (STAR) mathematics program in grades 9-11;
- 1.5 extra certified employee positions (above the allocation formula);
- APEX Learning (digital curriculum);

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- Open Campus, a drop-out prevention program; and
- District CIITS Coach.

The district will coordinate additional district, state and federal funding to support the implementation of the transformational model and improve student achievement:

- Title VI funds will assist to support efforts at LCHS for payment of substitute teachers, registration fees for professional learning opportunities, etc.
- Youth Services Center funding will expand initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).
- 21st CCLC funds, in accordance to grant guidelines, will collaborate with LCHS to provide before school and afterschool services during the regular school year as well as summer activities.
- Professional Development funds will allow for the continued training in research-based strategies.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

The district not only supports the school financially and with staff assignments aligned to school needs, but the district also has committed personnel to assist with observational walkthroughs and data gathering on teacher/student behaviors. The district has committed resources to disaggregate results of the TELL survey and train administrators to utilize data to influence decision making. District assists in facilitating district wide professional learning communities for the content areas reading and mathematics to address gaps in curriculum and refine skills. District personnel will assist with vertical and horizontal alignment to core standards in all core content subject areas and in all grade levels. Staff will work on reviewing and revising pacing guides, curriculum maps, units of study, and congruent assessments and will continue these efforts, adding other content standards for other instructional areas as they become available. Training opportunities regarding core standards have been and will be provided during the summer and embedded during the regular school year.

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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Year 1 Budget

Please Note: You may only type in the gray areas.

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MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days	
112	Extra Duty	
113	Other Certified	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	
231	KTRS	
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Federally Funded Health Care Benefits	

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MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	
296	Federally Funded State Administration Fee	
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits	
322	Education Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	
581	Travel – In District	
582	Travel – Out-of-District	
584	Travel – Out-of-State	

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MUNIS Code	Description of Activity	Amount Requested
585	Travel – Meals	
586	Travel – Hotels	
610	General Supplies	
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	
643	Supplemental Books, Study Guides and Curr.	
644	Textbooks & Other Instructional Materials	
646	Tests	
650	Supplies – Technology Related	
674	Awards	
679	Other Student Activities	
694	Equipment Supplies	
695	Furniture & Fixtures Supplies	
734	Technology Related - Hardware	
735	Technology Software	
738	Instructional Equipment	
810	Dues & Fees	
892	Parent Involvement Meetings	
894	Field Trips - Instructional	

Total Amount Requested		\$
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Year 2 Budget

Please Note: You may only type in the gray areas.

District Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days	
112	Extra Duty	
113	Other Certified	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	
231	KTRS	
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Federally Funded Health Care Benefits	

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MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	
296	Federally Funded State Administration Fee	
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits	
322	Education Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	
581	Travel – In District	
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MUNIS Code	Description of Activity	Amount Requested
585	Travel – Meals	
586	Travel – Hotels	
610	General Supplies	
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	
644	Textbooks & Other Instructional Materials	
645	Audio Visual Materials	
646	Tests	
650	Supplies – Technology Related	
674	Awards	
679	Other Student Activities	
694	Equipment Supplies	
735	Technology Software	
738	Instructional Equipment	
810	Dues & Fees	
892	Parent Involvement Meetings	
894	Field Trips - Instructional	

Total Amount Requested		\$
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Year 3 Budget

Please Note: You may only type in the gray areas.

District Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days	
112	Extra Duty	
113	Other Certified	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	
231	KTRS	
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
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MUNIS Code	Description of Activity	Amount Requested
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299	Other Employee Benefits	
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338	Registration Fees	
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433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	
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584	Travel – Out-of-State	

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MUNIS Code	Description of Activity	Amount Requested
585	Travel – Meals	
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District Livingston County **School** Livingston Central High School

School Application

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Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

According to the 2015-2016 School Report Card, Livingston Central High School (LCHS) is identified as a priority school with a classification of Distinguished. This school met its current Annual Measurable Objective (AMO) as well as participation rate for all students and each subgroup, but did not meet its graduation rate goal. Although LCHS met its AMO, all reportable subgroups are still performing lower than the state in the area of mathematics (see Figure 1: Accountability-Achievement).

Accountability - Achievement Proficient/Distinguished Percentages				
Group	Reading	State	Mathematics	State
All Students	62.2	56.5	35.6	42.3
Male	47.1	49.7	29.0	40.7
Female	75.0	63.5	40.5	44.0
White (Non-Hispanic)	62.0	60.4	35.3	44.1
Free/Reduced-Price Meals	53.5	44.7	21.6	31.4
Gap Group (non-duplicated)	54.5	44.2	22.5	31.5

Figure 1: Accountability-Achievement

The 2015-2016 School Report Card indicates the following regarding accountability in achievement:

- 64.4% of all students scored below proficient in math.
- 52.9% of males scored below proficient in reading.
- 71.0% of males scored below proficient in math.
- 59.5% of females scored below proficient in math.
- 64.7% of white (Non-Hispanic) students scored below proficient in math.
- 78.4% of free/reduced-price eligible students scored below proficient in math.
- 77.5% of gap group (non-duplicated) scored below proficient in math.

The English II End-of-Course percentages (see Figure 2: English II End-of-Course) indicate that LCHS students in all reportable subgroups are now performing above the state with the exception of two areas: male students and white (Non-Hispanic) students.

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English II End-of-Course Proficient/Distinguished Percentages		
Group	LCHS	State
All Students	58.2	56.5
Male	41.7	49.7
Female	72.1	63.5
White (Non-Hispanic)	58.7	60.4
Free/Reduced-Price Meals	48.9	44.7
Gap Group (non-duplicated)	50.0	44.2

Figure 2: English II End-of-Course

The following percentages signify the percentage of students in these subgroups **not performing at proficient levels**:

- 58.3% of males; and
- 41.3% of white (Non-Hispanics).

The Algebra II End-of-Course percentages (see Figure 3: Algebra II End-of-Course) indicate that LCHS students in all reportable subgroups are performing below the state.

Algebra II End-of-Course Proficient/Distinguished Percentages		
Group	LCHS	State
All Students	32.9	42.3
Male	25.7	40.7
Female	38.6	44.0
White (Non-Hispanic)	32.4	44.1
Free/Reduced-Price Meals	20.0	31.4
Gap Group (non-duplicated)	20.9	31.5

Figure 3: Algebra II End-of-Course

The following percentages signify the percentage of students in these subgroups **not performing at proficient levels**:

- 67.1% of all students;
- 74.3% of males;
- 61.4% of females;
- 67.6% of white (Non-Hispanics);
- 80% of free/reduced lunch eligible students; and
- 79.1% of students in the gap group (non-duplicated).

The 2015-2016 School Report Card indicated that LCHS did meet yearly delivery targets (all students, female, white, and free/reduced priced meals) in reading with the exception of male students (see Figure 4: Delivery Targets in Reading).

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Delivery Targets: Proficiency/Closing the Achievement Gap Reading – Percent Proficient/Distinguished							
Group	Target Type	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All Students	Delivery Target	61.6	65.8	54.4	59.4	64.5	69.6
	Actual Score	36.6	52.9	57.9	62.2		
	Met Target	No	No	Yes	Yes		
Male	Delivery Target	44.0	50.2	47.0	52.9	58.8	64.7
	Actual Score	36.6	49.0	52.9	47.1		
	Met Target	No	No	Yes	No		
Female	Delivery Target	76.0	78.6	61.0	65.4	69.7	74.0
	Actual Score	38.6	58.3	61.9	75.0		
	Met Target	No	No	Yes	Yes		
White (Non-Hispanic)	Delivery Target	62.1	66.3	54.2	59.3	64.4	69.5
	Actual Score	36.9	52.5	57.7	62.0		
	Met Target	No	No	Yes	Yes		
Free/Reduced-Price Meals	Delivery Target	49.5	55.1	44.1	50.3	56.5	62.7
	Actual Score	28.9	40.0	50.0	53.5		
	Met Target	No	No	Yes	Yes		
Gap Group (non-duplicated)	Delivery Target	50.2	55.8	43.7	49.9	56.2	62.4
	Actual Score	26.8	40.8	50.0	54.5		
	Met Target	No	No	Yes	Yes		

Figure 4: Delivery Targets in Reading

Math scores increased in all reportable subgroups (all students, male, female, white, free/reduced and gap) from 2014-2015 school year to 2015-2016 school year; however, delivery targets were not met in all reportable subgroups (see Figure 5: Delivery Targets – Proficient in Math).

Delivery Targets Proficiency/Closing the Achievement Gap Math – Percent Proficient/Distinguished							
Group	Target Type	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All Students	Delivery Target	27.0	35.1	36.9	43.9	50.9	57.9
	Actual Score	23.9	46.8	24.7	35.6		
	Met Target	No	Yes	No	No		
Male	Delivery Target	24.3	32.7	32.1	39.6	47.2	54.7
	Actual Score	22.6	35.1	20.9	29.0		
	Met Target	No	Yes	No	No		
Female	Delivery Target	28.9	36.8	41.1	47.6	54.2	60.7
	Actual Score	25.0	57.5	29.4	40.5		
	Met Target	No	Yes	No	No		
White (Non-Hispanic)	Delivery Target	26.9	35.0	30.1	37.8	45.6	53.4
	Actual Score	25.8		22.3	35.3		
	Met Target	No		No	No		
Free/Reduced-Price Meals	Delivery Target	19.2	28.2	31.5	39.1	46.7	54.3
	Actual Score	22.9	38.7	19.0	21.6		
	Met Target	Yes	Yes	No	No		
Gap Group (non-duplicated)	Delivery Target	18.6	27.7	30.3	38.0	45.8	53.5
	Actual Score	22.5	35.3	18.2	22.5		
	Met Target	Yes	Yes	No	No		

Figure 5: Delivery Targets - Proficient/Distinguished in Math

All reportable subgroups (all students, male, females, white (Non-Hispanic), free/reduced and gap) scored below the state average in math. Our female students outscored our male students in math. The same trends are exemplified in the ACT grade 11 benchmarks. All reportable subgroups (all students, male, females, white

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(Non-Hispanic), free/reduced and gap) scored below the state average in math according to ACT benchmark data for 2015-2016 school year. Students not meeting ACT CPE benchmarks in mathematics is 75.3% (see Figure 6: ACT Grade 11 Benchmarks).

ACT Grade 11 Benchmarks Percentage of Students Meeting CPE's College Readiness (20 on Reading and 19 on Mathematics)				
	Reading	State	Mathematics	State
All Students	50.7	49.2	24.7	39.7
Male	45.5	45.2	18.2	39.2
Female	55.0	53.5	30.0	40.1
White (Non-Hispanic)	-	52.6	-	42.5
Free/Reduced-Price Meals	54.1	37.0	24.3	21.3
Gap Group (non-duplicated)	52.4	37.1	23.8	26.4

Figure 6: ACT Grade 11 Benchmarks

Teachers and administrators analyze trend data as one piece of data to assist in student placement in math and English classes. The percentage of students meeting benchmark in math indicates a distressing pattern that needs to be addressed by implementing a vertically aligned curriculum and by implementing improved instructional strategies (see Figures 7-12).

Assessment – PLAN (2014-2015) PLAN Grade 10 Average Score				
	Reading	State	Mathematics	State
All Students	16.8	16.5	16.7	17.1
Male	16.2	16.0	16.4	16.9
Female	17.3	17.1	16.8	17.2
White (Non-Hispanic)	-	16.9	-	17.4
Free/Reduced-Price Meals	16.6	15.4	16.1	15.7
Gap Group (non-duplicated)	16.7	15.5	16.2	15.7

Figure 7: Assessment – PLAN Grade 10

PLAN Grade 10 Benchmarks (2014-2015) Percentage of Students Meeting ACT's Benchmark on PLAN (17 on Reading and 19 on Mathematics)				
	Reading	State	Mathematics	State
All Students	39.2	43.7	21.5	27.9
Male	31.4	38.1	22.9	27.4
Female	45.5	49.7	20.5	28.5
White (Non-Hispanic)	-	-	-	-
Free/Reduced-Price Meals	34.9	32.9	16.3	16.7
Gap Group (non-duplicated)	34.8	32.9	17.4	16.8

Figure 8: PLAN Grade 10 Benchmarks

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PLAN Test Trend Data						
Year	# of Students	English Average	Math Average	Reading Average	Science Average	Composite Average
2011-12	86	15.7	16.4	16.6	17.7	16.7
2012-13	88	15.5	15.8	16.1	16.7	16.1
2013-14	81	16.6	16.8	16.6	17.8	17.1
2014-15	78	16.4	16.7	16.8	17.6	17

Figure 9: PLAN Test Trend Data

Plan Test Benchmarks					
Year	Number of Students	% Meeting Benchmark English	% Meeting Benchmark Math	% Meeting Benchmark Reading	% Meeting Benchmark Science
2011-12	86	62.8%	18.6%	47.7%	16.3%
2012-13	88	60.2%	14.8%	37.5%	12.5%
2013-14	81	70.3%	25.9%	38.3%	23.4%
2014-15	79	68.4%	21.5%	39.2%	21.5%

Figure 10: PLAN Test Benchmarks

Explore Test Results						
Year	# of Students	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Composite Average Score
2008-09	118	13.3	14.4	13.5	15.8	14.4
2009-10	89	14.1	15.1	14.4	15.7	14.9
2010-11	99	12.6	13.3	12.6	14.5	13.4
2011-12	92	13.6	14.6	13.8	15.6	14.5
2012-13	79	14.5	15.4	14.4	16.0	15.2
2013-14	93	14.4	15.05	14.2	16.04	15.0
2014-15	99	14	14.2	14.3	15.9	14.7

Figure 11: Explore Test Results

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Explore Test Results					
Year	# of Students	% Meeting Benchmark English	% Meeting Benchmark Math	% Meeting Benchmark Reading	% Meeting Benchmark Science
2008-09	118	53.4%	24.6%	32.2%	6.8%
2009-10	89	60.7%	42.7%	44.9%	11.2%
2010-11	99	43.4%	16.2%	22.2%	5.1%
2011-12	92	48.9%	27.2%	40.2%	10.9%
2012-13	79	65.8%	27.8%	41.8%	12.7%
2013-14	93	65.59%	24.73%	32.25%	30.10%
2014-15	100	58%	19%	41%	7%

Figure 12: Explore Test Results

High School College/Career Ready											
		College Ready	Career Ready			College and/or Career Ready					
Number of Graduates - Students with High School Diploma or Certificate of Attainment		Number College Ready ¹	Number Career Ready Academic ²	Number Career Ready Technical ²	Number Career Ready Total ²	Non-Duplicated Total ³	Percentage of graduates (high school diploma or certificate of attainment) College and/or Career Ready		Accountability Points with Bonus ⁴		
School		School	School	School	School	School	School	State	School	State	
76		48	40	49	33	59	77.6	68.5	100	81.9	

Figure 13: High School College/Career Ready

As evidenced by Figure 13, the percentage of graduates who were College and/or Career Ready (77.6) was above the state average (68.5). The Accountability Points (100) with Bonus was above the state average (81.9).

Sixty-three percent of our students met the academic benchmarks for college readiness. Fifty-two percent of our students met the academic portion of Career Ready. Sixty-four percent of our students met the technical portion of Career Ready. LCHS with a focused, intentional plan used data to weave the academic portion with the technical portion; therefore, 43% of these students earned Career Ready status. The course offerings in our current master schedule are making substantial progress in maximizing Career Pathway options for students and addressing scheduled time to refine KOSSA skills through Academic Time (CCR). Formative data is consistently measured or analyzed to capitalize on student readiness to achieve benchmarks via COMPASS, KYOTE, or Workkeys to address the academic component of College and Career Readiness. This area has made significant growth and will need to be reassessed and refined based on the new accountability system.

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Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.

The Livingston County School District is located in rural Western Kentucky and currently serves 1,161 students at two elementary schools, one middle school, and one high school. The school district covers the entire area of Livingston County, where 9,519 people live on mostly farms and in small rural communities. A median household income of \$42,171 for Livingston County is below the state's median household income (\$43,740) and the median income for the U.S. (\$53,889) (source: U.S. Census Bureau: County QuickFacts). Low income levels contribute to the fact that **70%** of students district-wide are eligible to receive **free or reduced** priced breakfasts and lunches (source: FY2016 Qualifying Data).

The U.S. Census data reveals that among the population 25 years and older, 17% of residents do not have a high school diploma. Only 10.4% have a bachelor's degree.

Student enrollment at LCHS is approximately 346. Seventy percent of students are eligible for free/reduced lunch (source: FY2016 Qualifying Data) and 11.1% are eligible for special education (source: School Report Card). Students at LCHS are 94.5% white and 5.5% African American, Hispanic, American Indian, and Asian. The attendance rate for LCHS is 92.7% and is the lowest in the district. Behavior reports indicate that 81.8% of severe behavior incidents (harassment, drugs, etc.) are among the male population. Approximately 8% of behavior resolutions resulted in out-of-school suspension and 67% resulted in in-school removal. Sixty-eight percent of behavior resolutions were among the 9th and 10th grade. Sixty-seven percent were among the free/reduced-price eligible students.

Academic and Behavior Response to Intervention (ABRI), a Kentucky Department of Education Project, focused on developing training and technical assistance in the basics of effective instruction and classroom management that formulate the universal level of PBIS and RTI in the school and classroom. ABRI is structured to provide state-wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building within schools and educational cooperatives. Through ABRI consulting work and a consistent student behavior and attendance incentive plan, LCHS has been able to sustain a PBIS system that has been implemented, fully functioning, and has decreased negative behavior occurrences.

The retention rate for LCHS is 4.9%. The dropout rate is 0%. The graduation rate is 100%. These percentages are largely due to Open Campus, an alternative education and dropout prevention program, targeting at-risk Livingston County youth who desire to obtain a high school diploma through an another route. Originally funded by the West Kentucky Workforce Investment Board allocating money from the federal Title I Workforce Investment Act Youth Program, Open Campus was partially funded for 6 years beginning in 2004. At the end of funding, the Livingston County Board of

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Education chose to continue funding the program citing past success and benefits (see Figure 14: Open Campus Graduation Numbers & Percentages). This program is a technology-based, small group education process that gives every student an opportunity to succeed. Open Campus uses the APEX self-paced computer learning program, as well as materials published by Jefferson County Public Schools. Both are aligned with Kentucky Core Academic Standards. APEX, the computer-based program, requires students to pass levels of mastery before advancing. Students are the true success of Open Campus. Over 194 students have graduated from Open Campus since the program's inception in 2004. When Open Campus was first conceived, the dropout rate was above 4%, or about 16 students per year. In 2009-2010, the drop-out rate was less than 0.5% or down to 2 dropouts. Annually, the number of graduates has been approximately 20% of that year's graduating class (see Fig. 14). A successful transition to adult life includes college, vocational technical school, military or direct employment. Several Open Campus graduates are currently serving in the US military. Others are enrolled in college or have completed college training thus preparing them for the workforce.

Open Campus Graduation Numbers & Percentages					
School Year	Graduates	Percentage of Graduating Class	School Year	Graduates	Percentage of Graduating Class
2004-2005	17	21%	2010-2011	16	23%
2005-2006	21	23%	2011-2012	25	37%
2006-2007	16	17%	2012-2013	15	17%
2007-2008	17	19%	2013-2014	5	7%
2008-2009	16	18%	2014-2015	10	13%
2009-2010	19	18%	2015-2016	17	24%

Figure 14: Open Campus Graduation Numbers & Percentages

How do non-cognitive factors affect student achievement? According to Camille A. Farrington (*Teaching Adolescents to Become Learners*, 2012), being college ready means more than just academic skills. Five general categories of non-cognitive factors shown to be related to academic performance include: academic behaviors, academic perseverance, social skills, learning strategies, and academic mindsets.

- Academic behaviors are behaviors associated with being a 'good student' (i.e., attending class, participating in class discussions, and finishing assignments).
- Academic perseverance (grit, tenacity, and self-control) addresses the student's ability to stay focused and engaged.
- Social skills include the ability to cooperate, to be responsible, and to be empathetic. These skills or behaviors improve social interactions (peer-to-peer, student-to-teacher, etc.).
- Learning strategies support thinking, remembering, or learning (i.e., mnemonic devices, meta-cognitive strategies, etc.).
- Academic mindsets involve beliefs, attitudes, or perceptions regarding learning. When students feel a sense of belonging, believe that effort will increase ability and competence, believe that success is possible and within their control, and see work as interesting or relevant, they are more likely to persist and exhibit

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academic behaviors that lead to success. On the other hand, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in their work, they are more likely to give up and withdraw from academic efforts and demonstrate poor academic behaviors.

Farrington's research aligns directly with Gallup Student Poll measurements on non-cognitive factors and the relation to academic performance. The Gallup Student Poll is defined as a measure of non-cognitive metrics that predicts students' success in academic and other youth development settings. The Gallup Student Poll focuses on three main components: hope, engagement, and well-being of students.

Evidence from Gallup Poll indicators:

Evidence from data showed the lowest component for Livingston Central High School was engagement. Engagement focuses on the involvement in and enthusiasm for school. Only 26% of students at Livingston Central High School are engaged according to the Gallup Poll.

"In the last seven days, I have learned something interesting at school." The mean for this statement was 2.93 on a five point scale.

"In the last seven days, I have received recognition or praise for doing good school work." The mean for this statement was 3.02 on a five point scale.

"My teachers make me feel my school work is important." The mean for this statement was 3.06 on a five point scale.

Hope focuses on how the ideas and energy we have for the future drives our effort and academic achievement. Only 30% of students at Livingston Central High School exhibited hope according to the Gallup Poll.

"I can think of many ways to get good grades." The mean for this statement was 3.75 on a five point scale.

"I have many goals." The mean for this statement was 4.01 on a five point scale.

"I know I will find a good job in the future." The mean for this statement was 4.2 on a five point scale.

Based on the academic and non-cognitive data identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Academic data reflects that our instruction is not rigorous and is not necessarily correlated congruent to standards. The basis for low student achievement and performance gaps in literacy and math primarily rest on ineffective instruction. Data confirms teachers do not consistently plan and utilize best instructional practices to ensure academic achievement of learning expectations by engaging all students. Data indicates instructional strategies are not personalized to address individual learning needs and do not require students to regularly: 1) apply their knowledge, 2) integrate content with disciplines, and 3) use technology.

Evidence also indicates (see Figure 15: Observations from Leadership Team):

Lesson plans and classroom observation data reveals few teachers intentionally address differentiation of instruction to meet individualized learning needs.

Lesson plans reflect formative assessments that are a part of daily instruction; however, classroom observations indicate formative assessments are seldom used immediately to change or alter instruction.

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Lesson plans show evidence of best instructional practices such as collaboration, think/pair/share, Learning 360 strategies, reading strategies, and technology; however, classroom observations show limited high levels of student active engagement and learning.

Displayed student work samples reveal inadequate high levels of learning.

PLC Agendas reference the use of instructional best practices; however, the use of these practices is not evident in several classrooms and does not reveal that the trainings have transferred into increased teacher pedagogy therefore resulting in increased student achievement.

Several PLC Agendas reference the use of assessment protocols and data analysis protocols; however, several content area PLCs are not utilizing the protocols, and therefore, data analysis and progress monitoring of assessments is minimal and not consistent school-wide.

PLCs have become less productive due to meeting less consistently and fewer times because of staffing cuts and no longer sharing a common planning time.

Classroom observation data does not suggest that improvement planning initiatives have resulted in the creation of highly effective learning environments and that students are engaged in rigorous coursework, discussions, and/or tasks.

Classroom observations reveal many classrooms fail to implement the expectations of implied best instructional practices.

Classroom observations take place on a regular basis; however, this practice has not resulted in teacher's consistently engaging all students with the use of rigorous and effective instructional practices.

Classroom observations divulge the co-teaching model most often utilized is "One Teach, One Assist", and it is the least effective co-teaching model to use on a daily basis.

Classroom observations suggest most discussion is one-to-one between teacher and student and does not truly reflect genuine discussion in which students build off of other's responses.

Classroom observations note that questioning tends to stay on the lower DOK level with a focus primarily on recall of facts/details with an acknowledgement of skills and concepts. However, strategic reasoning, application and justification is rarely demonstrated on a consistent basis.

Observations from Leadership Team		
	Observed	Not Observed
Learning Targets	73.1%	8.4%
Questioning DOK 3	25%	75%
Engagement	86.4%	13.6%
Best Instructional Practices	27.4%	72.6%
Differentiation	12.6%	87.4%
Co-Teaching Model other than 1 Teach/1 Assist	46.8%	53.2%
Effective Discussion	45.4%	54.6%
Specific Feedback	72.6%	27.4%

Figure 15: Observations from Leadership Team for the year

According to the Tell Survey and Stakeholder Survey results from the Internal Review Audit process (see Figures 16 & 17 on pgs. 28-32), a majority of the staff indicates they are utilizing best instructional practices on a daily basis and adjusting their instructional practices based on assessment data and individualized needs; although, lesson plans, classroom observations, and academic performance data do not support this reflection. Student and Parent surveys reflect that individual student needs are not being met, multiple instructional strategies are not being utilized, curriculum is not challenging and equitable, and instruction is not of a rigorous level.

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Tell Survey Data (continued on pgs. 28-29):

Group	Item Number	Item	Strongly Agree + Agree
Staff	16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	89%
Staff	17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	93%

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Staff	3.1 3.1 IP	Our school uses data to monitor student readiness and success at the next level.	96%
Staff	9 3.10 IP	Our school's leaders expect staff members to hold all students to high academic standards.	93%
Staff	21 3.6 IP	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	93%
Staff	17 3.3 IP	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	93%
Staff	16 3.2 IP	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	89%
Staff	26 3.1 IP	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	86%
Group	Item Number	Item	Strongly Agree + Agree
Student	16 3.3 IP	All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.	57%
Student	10 3.3 IP	My school provides me with challenging curriculum and learning experiences.	61%
Student	5 3.5 IP	In my school, teachers work together to improve student learning.	56%
Student	17 3.3 IP	All of my teachers change their teaching to meet my learning needs.	42%

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Student	20 3.6 IP	All of my teachers provide me with information about my learning and grades.	59%
Student	18 3.6 IP	All of my teachers explain their expectations for learning and behavior so I can be successful.	66%
Student	13 3.8 IP	My school offers opportunities for my family to become involved in school activities and my learning.	54%
Student	9 3.6 IP	My school gives me multiple assessments to check my understanding of what was taught.	61%
Student	11 3.1 IP	My school prepares me to deal with issues I may face in the future.	48%
Group	Item Number	Item	Strongly Agree + Agree
Parent	12 3.3 IP	All of my child's teachers use a variety of teaching strategies and learning activities.	68%
Parent	13 3.3 IP	All of my child's teachers meet his/her learning needs by individualizing instruction.	59%
Parent	10 3.1 IP	All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	65%
Parent	19 3.6 IP	My child knows the expectations for learning in all classes.	81%
Parent	14 3.5 IP	All of my child's teachers work as a team to help my child learn.	57%

Figure 16: Tell Data

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According to the Partnership for 21st Century Skills study, *Results that Matter: 21st Century Skills and High School Reform*, fundamental concepts for preparing students to successfully transition from high school to college/career readiness include:

- Rigor must not only address mastery of core content areas, but today's graduates also need to become critical thinkers, problem solvers, and effective communicators. They need to be proficient in both core content subjects and new 21st century content and skills that include information and communication technology (ICT), literacy skills, and life skills.
- As much as students need to learn academic content, they also need to know how to keep learning. In addition, they need to develop learning and thinking skills that consist of creativity and innovation skills, collaboration skills, contextual learning skills, and information/media literacy skills.

To fully realize the educational opportunities that 21st century skills can bring to students, educators must formally incorporate them into the curriculum, instruction, and assessment. Technology serves as a bridge to more engaged, relevant, meaningful, and personalized learning which can lead to higher academic achievement. Technology also provides a platform for more informed decision making using timely, meaningful data to shape learning opportunities. This can lead to continuous feedback available to students, teachers, and parents.

Through this SIG application, LCHS is seeking funding to increase efforts to meet the need to prepare high school students for the learning and thinking skills necessary for the 21st century. The objective is to educate students to be able to access information efficiently and effectively. Students need to be able to evaluate information critically, competently, and be able to use information accurately and creatively. They need to be independent learners that pursue information related to personal interests and do so in a responsible, ethical manner. Such activities will support Technology Foundation Standards for Students: 1) basic operation and concepts; 2) social, ethical, and human issues; 3) productivity; 4) communication; 4) research; and 5) problem-solving and decision-making.

Also, Tell Survey results indicate a need for updated technology for instructional purposes.

Group	Item Number	Item	Strongly Agree + Agree
Staff	19	All teachers in our school use a variety of technologies as instructional resources.	82%
Staff	41	Our school provides a plan for the acquisition and support of technology to support student learning.	82%

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Staff	40	Our school provides a variety of information resources to support student learning.	89%
Student	26	In my school, computers are up-to-date and used by teachers to help me learn.	64%
Parent	22	My child has up-to-date computers and other technology to learn.	69%
Parent	27	Our school provides students with access to a variety of information resources to support their learning.	62%

Figure 17: Tell Data Regarding Technology

Summarize the Diagnostic Review results. Identify the literacy and math resources and related supports that are needed based on the audit.

The Kentucky Department of Education conducted a school leadership assessment of Livingston Central High School during January 22nd through the 27th, 2012. **Reports concluded that the principal was found with capacity during the 2011-2012 Leadership Assessment.** The Kentucky Department of Education conducted a follow-up Progress Monitoring Assessment visit of Livingston Central High School during February 10th through the 12th, 2016.

The School Improvement Priorities and evidence/findings as noted from the progress monitoring assessment visit include:

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.2

Action Statement:

Ensure that challenging and equitable curriculum is delivered to all students in all content areas by monitoring curriculum, instruction and assessment through examining professional practice by providing specific feedback to teachers after scheduled walkthrough visits.

Evidence and Rationale:

Student Performance Data

- The school did not make AMO in 2014-2015 and the overall score dropped by 4.0 points.
- The percentage of students meeting benchmark in math on the ACT dropped from 2013-14 to 2014-15.
- The percentage of students meeting benchmark in math and reading on the ACT are below the state percentage in 2014-2015.
- Algebra II EOC scores dropped 20.6 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 5.8 points from 2013-14 to 2014-15.
- Gap Delivery targets were not met in combined reading and math, math, or science.

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- Proficiency Delivery targets were not met in combined reading and math, math, science or writing.

Classroom Observation Data

The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, “Is asked and responds to questions that require higher order thinking”, received a rating of 2.4 indicating that students are asked critical thinking questions inconsistently within the classroom.” An additional component, “Is engaged in rigorous coursework, discussions, and/or task,” received a rating of 2.5 suggesting that opportunities for rigorous instruction and assessments could increase.

Stakeholder Interviews

In interviews, teachers and administrators were not able to consistently explain a system for providing timely, specific, and effective feedback following walkthroughs to teachers. Some teachers indicated although they desired to receive feedback on their lessons, it was not provided by administrators.

Documents and Artifacts

Review of provided walkthrough evidence did not reveal the existence of a uniform feedback process to improve teachers’ professional practice.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.3

Action Statement:

Personalize instructional practices and interventions through a variety of engaging high-yield instructional strategies that ensure achievement of learning expectations. Classroom activities should include multiple opportunities for student collaboration, self-reflection and development of critical thinking skills.

Evidence and Rationale:

Student Performance Data

- Same data as 3.2 Improvement Priority

Classroom Observation Data

- The Equitable Learning Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has differentiated learning opportunities and activities that meet her/his needs,” received a rating of 1.5 indicating that students are rarely provided instruction based upon their individual needs within the classroom.
- The Well Managed Learning Environment received an overall rating of 2.7 on a 4.0 scale. Although the overall environment indicated the classrooms were well managed, one component of the environment, “Collaborates with other students during student centered activities,” received a rating of 1.9. This suggests that student collaboration on student centered activities is infrequent within the classrooms.
- The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, “Is provided exemplars of high quality work,” received a rating of 1.7 suggesting students seldom are given models of proficient work to use as a guide in assessing their own work. An additional component, “Is engaged in rigorous coursework, discussions, and/or

tasks,” received a rating of 2.5 suggesting that opportunities for rigorous instruction and assessments could increase.

Stakeholder Survey Data

- Sixty-eight percent of parents strongly agree/agree with the statement, “All of my child's teachers use a variety of teaching strategies and learning activities.”
- Fifty-nine percent of parents strongly agree/agree with the statement, “All of my child's teachers meet his/her learning needs by individualizing instruction.”
- Forty-two percent of students strongly agree/agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- Fifty-seven percent of students strongly agree/agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
- Sixty-one percent of students strongly agree/agree with the statement, “My school provides me with challenging curriculum and learning experiences.”

Stakeholder Interviews

In interviews, administrators and staff members indicated the rigor of instruction in all classrooms did not meet the level of rigor of the standard. They also indicated that all teachers do not consistently use instructional strategies that require critical thinking skills including higher order questioning.

Documents and Artifacts

Review of lesson plans, walkthrough observation data, and professional learning community minutes and documentation did not reveal consistent use of instructional strategies that require students to apply knowledge and skills, collaborate, engage in critical thinking, or self-reflect.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.5

Action Statement:

Improve instruction and student learning through collaborative professional learning communities by analyzing assessment data for instructional change and to develop a system for interventions. Develop a formal process that encourages cross content collaboration to occur that results in discussions of action research, study teams and peer coaching.

Evidence and Rationale:

Student Performance Data

- Same data as 3.2 Improvement Priority

Classroom Observation Data

- The Equitable Learning Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has differentiated learning opportunities and activities that meet her/his needs,” received a rating of 1.5 indicating that students are rarely provided instruction based upon their individual needs within the classroom.
- The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, “Is provided exemplars of high

quality work,” received a rating of 1.7 suggesting students seldom are given models of proficient work to use as a guide in assessing their own work.

Stakeholder Survey Data

- Fifty-seven percent of parents strongly agree/agree with the statement, “All of my child's teachers work as a team to help my child learn.”
- Fifty-six percent of students strongly agree/agree with the statement, “In my school, teachers work together to improve student learning.”

Stakeholder Interviews

In interviews, teachers indicated no specific interventions with students resulted from data analysis during the professional learning community meetings. Some teachers noted that classroom changes based upon data analysis was left to teacher judgment and no process existed for monitoring or follow up.

Documents and Artifacts

Review of professional learning community agendas and minutes reveal a lack of a consistent note-taking protocol. The review also indicated that next steps did not divulge a consistent system of change in classroom instruction or develop plans for specified student interventions.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.6

Action Statement:

Develop, implement and monitor a schoolwide instructional process that will ensure students are clearly and consistently informed about learning expectations, have access to exemplars of high quality work and that teachers formatively assess learning to change classroom instruction.

Evidence and Rationale:

Student Performance Data

- Same data as 3.2 Improvement Priority

Classroom Observation Data

- The Equitable Learning Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has differentiated learning opportunities and activities that meet her/his needs,” received a rating of 1.5 indicating that students are rarely provided instruction based upon their individual needs within the classroom.
- The High Expectations Learning Environment received an overall rating of 2.4 on a 4.0 scale. One component of the environment, “Is provided exemplars of high quality work,” received a rating of 1.7 suggesting students seldom are given models of proficient work to use as a guide in assessing their own work.
- The Supportive Learning Environment received an overall rating of 2.5 on a 4.0 scale. Although this does indicate an overall supportive environment, one component of the environment, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” received a rating of 1.9 suggesting additional or alternative instruction and/or feedback is inconsistently given based upon the use of formative assessments to change classroom instruction.

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- The Progress Monitoring and Feedback Environment received an overall rating of 2.2 on a 4.0 scale. One component of the environment, “Has opportunities to revise/improve work based on feedback,” received a rating of 2.0 indicating a limited school wide instructional process in which students are formatively assessed and allowed to improve their work to demonstrate enhanced learning based upon teacher generated feedback.

Stakeholder Survey Data

- Fifty-nine percent of students strongly agree/agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- Sixty-six percent of students strongly agree/agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- Sixty-one percent of students strongly agree/agree with the statement “My school gives me multiple assessments to check my understanding of what was taught.”

Stakeholder Interviews

In interviews, administrators and staff members expressed that some teachers needed to increase the use of formative assessments for student learning. Others noted that assessments were a weak link in the learning process.

Documents and Artifacts

Review of lesson plans, walkthrough reports, assessment protocols, and professional learning community agendas and minutes revealed minimum evidence of use of providing students feedback about their learning. This review also revealed limited use of formative assessments within many classrooms.

Analysis of the school improvement priorities and evidence noted from the two-day Progress Monitoring Assessment visit reveals instruction as a common thread. The following resources and related supports will add to the effectiveness of recently implemented initiatives as well as new initiatives to improve instructional practices, which will result in increased achievement in literacy and math.

The school and district have worked collaboratively to **vertically align the curriculum**. This is an evolving process as teachers learn to value the time allotted for collaborative work throughout the school year and over the summer. The principal continues to **refine his process to ensure teachers are provided support in reviewing, evaluating, revising, and implementing a challenging and equitable curriculum in order to address curriculum gaps through effective instruction and on-going quality assessments**. In order to fulfill the job description as a part time instructional coach for FY 2017 thru FY 2019, extra days will be added to the in-house district assessment coordinator to continue building capacity and sustainability with curriculum, instruction and assessment development, and implementation. The instructional coach will work collaboratively with the principal to review and revise processes for monitoring implementations. The instructional coach will assist the leadership team with scheduled school-wide walkthrough observations and will be trained on **providing specific feedback, coaching and mentoring strategies**.

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The Progress Monitoring Assessment visit identified the need to **redesign student support services to make them more intentional and targeted in meeting specific academic needs of individual students**. For the past three years the school has used Reading Plus and ALEKS/Catchup Math as intervention programs for reading and math. APEX has been used for credit recovery. Reading has made continuous growth, whereas math is still a daily struggle. LCHS will continue to utilize Accelerated Reader to increase comprehension and reading stamina skills. The school will implement the Boyle County Co-Teaching Method for math as an additional resource. After several success visits with the Boyle County High School, LCHS is ready to implement their own hybrid model for co-teaching using station teaching and math learning labs. A math interventionist will be hired to teach in the math learning lab (foundational content) and collaborate directly with content based teachers. The **personalized instructional practice and intervention through a variety of engaging high-yield instructional strategies** will add additional time for learning content, advance toward achievement expectations, increase engagement, better classroom management while using small collaborative groups, and personalize mastery of skills according individual student needs.

College Equipped Readiness Tool (CERT) will continue to be LCHS's benchmark assessment used to identify and provide specific opportunities for learning skills congruent to the College Placement Exam (ACT) assessment. Also, Renaissance STAR Math – Standardized Testing and Reporting (STAR) will continue to be triangulated with CERT scores and grades in order to meet individual instruction needs. District-wide data is analyzed during administrators' meetings and each school analyzes data to identify needs at the school level. This helps the school continue to address the need to **implement a fully functioning system of interventions to reduce achievement gaps and increase student achievement**.

Evidence showed, at the time of the Progress Monitoring Assessment visit, **technology is not integrated into instruction across all content areas**. Use of technology by students and teachers has increased over the past few years. The Instructional Coach will support teachers and students in effectively using current and new technology to improve teaching and learning. Technology will be used for item analysis of **formative and summative assessments** by providing additional resources to **maximize data analysis as a basis for decision making**. Once additional technology is integrated for instructional purposes, teachers will gain confidence in using technological tools effectively and with increased intentionality. As recommended, **the school revised the technology policy to assure technology is used to enhance student learning experiences**. In FY 2016, Mimio boards were placed in all classrooms. Teachers require additional professional learning experiences and trainings in order to capitalize on **effective instruction with technology and the utilization of formative assessment data to make informed, immediate instructional changes** and meet academic needs of students.

Teachers completed three years of implementation of the Learning 360 Framework (sponsored by the Center for Learning Excellence) which emphasized matching

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classroom assessments with instruction. In addition, teachers learned a variety of strategies and best instructional practices to increase student engagement. This has provided opportunity to address the need to **develop and implement a plan for effective delivery of varied instructional strategies that ensures the following: students are provided multiple opportunities to participate in collaboration; instruction is student-centered, rigorous, and addresses the learning needs of all students; teaching and learning activities promote the use of self-reflection and the development of critical thinking skills.** Although teachers have grown in this area, walkthrough results indicate teachers should continue with this practice to deepen their understanding of how to effectively use the strategies to improve teaching and learning. Teachers will expand their knowledge by participating in a book analysis of Total Participation Techniques (TPTs), by Persida and William Himmele. TPTs, a collection of best practices and research based strategies, is used instructionally to actively and cognitively engage students in the learning process. The book analysis will include the following: 1) description (overview of the technique), 2) how it works (specific steps for using the technique), 3) ensure higher-order thinking (presentation of ideas to go beyond surface-level comprehension) and 4) pause to apply (adapt and personalize the technique to the contexts and content areas that teacher's teach). The book also addresses how TPTs can function as formative assessments. The analysis will be conducted through **professional learning communities** as well as faculty meetings and professional learning sessions with a direct focus on fostering growth in areas of need identified by **walk through data**.

To further target the recommendation to **include instructional strategies that include inquiry, cooperative learning, learning styles, flexible grouping and higher-leveled questioning**, science and math labs will be equipped to give students the opportunity to participate in Science Technology Engineering and Math (STEM) activities as well as National Math and Science Initiative labs. Hands-on experiences will enhance optimal learning opportunities for all students while strengthening and providing extra support for the math initiative, a direct concern at LCHS. Project-based learning will be explored in FY 2017 through professional learning experiences and success visits to neighboring schools. Each content and career based classroom will participate in at least one project-based assignment (including an evaluation rubric) to stimulate real world experiences and 21st century skills.

Teachers and administrators have **improved their practices of reviewing test data to monitor student progress and identify curricular gaps** as recommended in the Progress Monitoring Assessment visit. The school will revise their **PLC structure to include weekly vertical meetings by content areas as well as horizontal meetings** by grade level (two times per nine weeks) in order to better engage in formative/summative assessments and analyze individual needs/personalization. The new Professional Learning Community (PLC) structure will improve the current PLC structure, by enhancing participants' confidence levels about classroom-level formative assessment and differentiated instruction, increasing the use of classroom-level formative assessment strategies, and fostering the formative assessment *process*, rather than *activities*. The school leadership team will **visit classrooms to perform**

fidelity checks and provide monitoring, coaching, feedback, and support based on the newly revised walkthrough instrument.

Working with PLCs and continued work with instructional practices through TPTs will support the recommendation to **develop a multi-year professional development plan that builds on previous professional development experiences, and includes job-embedded professional development.** During FY 2017, the ER staff will work collaboratively with PLCs, teacher leadership team, and school leadership team to strengthen capacity within teacher leaders. Throughout FY 2017 thru FY 2019, an instructional coach will fine tune the process to ensure long-term sustainability. Recommended resources on formative assessment and instructional strategies will be provided for teachers and housed in the existing professional library as well as the ER/DAC office at the school.

To improve a **culture of high expectations for students and staff**, teachers will be provided funds to attend local, state, and national conferences in their content areas and success journeys to neighboring schools that are successfully improving literacy and math skills. The school will increasingly offer advance placement (AP) as well as dual credit offerings for students. Teachers will receive Laying the Foundation training to better prepare students for AP courses. The school will pay AP exam fees and dual credit enrollment fees. This will further support the need to **provide high expectations in instruction and assessment practices.**

The school has **adopted a formal school-wide behavioral and classroom management plan.** Data analysis shows the PBIS school-wide plan has made a positive difference in attendance and behavior. The school is in its fourth year of **recognizing and celebrating student success** by implementing a student incentive plan. Recognitions will continue in ways that are meaningful to students. Multiple stakeholders input will be used in the decision making of rewards and incentives in order to enhance and refine the pro-active system already developed. To address student relationships and incentives, the school leadership team established a teacher leadership committee to promote a positive school culture and assist with decision making. In FY 2017, the school leadership team will establish a student leadership team to promote student voice in school based decision making with a direct focus on attendance, behavior, academics, incentives, and rewards.

Livingston Central High School will expand educational partnerships to help make LCHS a next generation school. Outside partners will be a vital link to the success of the high school. The Instructional Coach will work collaboratively with other stakeholders to implement **systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school.** Through partnerships and talks with community businesses the following have been identified as career pathways to be offered in fall YR 2017. Local demand as well as student survey data declared a need for a Health Science Career pathway (partnership with Area Technical Center) and the

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reinstatement of the former welding program. ILP data recognizes Media Art as a pathway of choice for numerous students.

As a way of expanding successful opportunities for students, several new initiatives will be implemented to encourage **building relationships, providing real world experiences, and optimizing 21st century skills**. The Peer Tutoring Program will match a FMD student one-to-one with a general education student in order to promote best access to curriculum and a positive experience participating in a general co-teaching classroom. Peer tutors will be trained by the FMD teacher and expectations will be developed. Several success journeys in neighboring schools have utilized this program to effectively overcome social barriers and promote academic and leadership excellence throughout all avenues. The program will be evaluated, reviewed, and revised for effectiveness after implementation the first year. Job shadowing will be used to endorse career awareness for students. Every senior will have at least two days to job shadow a career choice. The instructional coach will work develop program guidelines, coordinate job shadowing visits, arrange transportation, determine requirements to be fulfilled by the students, and evaluate the effectiveness of the program. To enrich community partnerships and foster real world teaching/learning experiences, supplemental curriculum resources used to enhance instructional practices will be developed and fieldtrips to promote community/volunteer services will also be coordinated.

Several **successful strategies** that have been implemented in the past four years will continue after a review of effectiveness and possible revisions. These practices include home visits, college visits, college placement prep trainings for teachers, college placement prep opportunities for students, summer school offerings for credit recovery, and transition opportunities. Academic time (intervention time built in the master schedule) will be reviewed and revised to intentionally meet the academic individual needs of students as well as capitalize on the teaching and learning experiences provided by teachers in their specific, expert content areas. To maximize human resources, the responsibilities of the Open Campus Director will be reviewed and revised to help with transitional activities.

The principal and guidance counselor are in the 6th year of their respective positions. A new assistant principal will be added to the school leadership team in FY 2017. At the time of the initial Leadership Assessment, evidence indicated the **principal had made some progress toward the mission of success for all students and his personal vision of producing students who are competitive with area students and college and career-prepared**. The Progress Monitoring Visit in FY 2015 reconfirmed LCHS was making continuous improvement progress; however, they addressed specific improvement priorities that needed prompt attention in order to promote effective instruction and capitalize on academic growth. In order to build a more positive team culture unified in improving student achievement, a summer leadership PLC will ensue to maximize the strengths and effectiveness of the school leadership team (principal, assistant principal, guidance counselor, ER staff) as well as working relationships with the instructional coach. Leaders will connect knowledge to school leadership roles,

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address time management skills, reflect on communication and conflict management/crucial conversations, analyze benefits of guided planning and PLCs with teaching staff, develop systems to promote continuous improvement, and be provided with coaching/mentoring and feedback strategies. In the FY 2016, the teacher leadership team participated in a staff retreat in order to engage a select group of teacher leaders in team building and problem solving skills, support awareness of school improvement initiatives, and foster the understanding of school improvement priorities as acknowledged as areas of growth by the audit team. Those leaders will now host a summer PLC to reflect on FY 2016 school wide initiatives and develop a plan to begin the new school year to promote and strengthen a positive culture.

Describe why this intervention model was selected to meet the improvement needs of the school.

The transformation model was recommended by the Leadership Assessment Team. The audit clearly states that the principal and the district have the capacity and capability to make the necessary changes given the resources and clear plan for transformation.

The Livingston County School District was briefed regarding the four turn-around options by personnel from the Kentucky Department of Education. The former superintendent then shared these options with the faculty and staff of Livingston Central High School and the Board of Education. Following a study of the four models, the decision was made to adopt the transformation option.

Of the four options, three are not appropriate for Livingston Central High School. As a district with only one high school, it is not feasible to close down the school or to transfer ½ of the faculty to another high school. Furthermore, the geographic location of rural Livingston County made ‘restart’ and ‘turn-around’ options not practical.

Finally, the desire to build capacity within the school and the district is one of the district’s primary goals, and the transformation option best meets this goal. The major factor that led to the selection of the transformation model was the coherence between the required components of the transformation model and what the district and school leadership believe will lead to improved student achievement.

- Allow for more operational flexibility.
- Develop a rigorous, transparent and equitable evaluation system designed with teacher and principal involvement. System needs to be aligned with student growth data, utilize multiple observation-based assessments of performance, tie formative assessment data to student achievement and, if applicable, increased graduation rate.
- Identify and reward school leaders, teachers, and other staff who have increased student achievement and graduation rates.
- Further develop the process to remove school leaders, teachers, and other staff who after ample opportunities have not improved.
- Conduct ongoing, high-quality, job-embedded professional learning opportunities.

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- Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet students' needs.
- Use data to identify and implement a research-based, literacy and math program to address causes and contributing factors that is vertically aligned by grade level and state academic standards.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and implement strategies that increase learning time
- Involve family and community in a meaningful way with planning, implementing and engaging partners in the transformation model.
- Provide intensive technical assistance and support.

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

The 2011- 2012 Leadership Assessment team determined that the principal was found with capacity. Mr. Scott Gray was hired on July 1, 2011 and will be retained in his current position as Livingston Central High School's principal.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

The principal may access scheduling flexibility to build support within the school day, especially to target literacy and math achievement. The school will develop objectives and strategies for a daily 25 minute Academic Time (CCR). Students will complete ILPs, receive CERT and college placement test taking strategies, participate in math and reading interventions as well as engage in Career Readiness processes by preparing for industry certification standards and refining KOSSA skills. Academic Time will provide opportunities to all students for mentoring and conferencing on academic/career goals. Student scheduling for Academic Time will be data-driven and flexible to meet specific individual needs throughout the school year. Content area experts will provide the necessary instruction during Academic Time and use a variety of instructional resources (e.g., John Baylor Model CERT study hall/CERT exam room).

Flexibility in school operations will be explored through waivers if necessary. Regular conferencing between the superintendent and the principal will be established on a weekly basis. The district administrators are supportive and attend the school's leadership team meetings on a regular basis to assist with increasing student achievement outcomes, attendance, high school graduation rates, and reduce behavior

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referrals. For example, the district financially supports the Open Campus Program which is a dropout prevention option for students. The school and district are working collaboratively to redesign this program to not only increase graduations rates, but also increase awareness of various post-secondary options for students through visits to technical colleges and universities.

The LCHS principal will have all flexibility customarily given to a building principal under Kentucky state law. For example, after receiving the number of teachers from the Board of Education approved allocation formula, the principal, in conjunction with the School Based Council, will determine the make-up of the school faculty. Students are transported to a nearby Area Technology Center to provide additional Career Pathway options that are currently not offered at LCHS. The school will work with the superintendent and ER staff to assist in reviewing and revising the master schedule in order to have an intentional, effective impact on student achievement. The principal has given teachers flexibility with how to use the remaining time in their scheduled day from 2:50-3:15. Teachers may conduct parent conferencing, additional PLCs, committee meetings, or department meetings.

Describe the rigorous, transparent and equitable evaluation system for teachers and school leaders adopted/implemented by the district. Provide details on how it was designed and developed with teacher and principal involvement. Explain how the system is based on student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement and increased high school graduation rates, if applicable.

Our current evaluation system was created by a committee of representatives from all schools in accordance with board policy and state requirements. The evaluation plan is reviewed annually and updated as needed. It has been approved by KDE and staff members are made aware of this plan at the beginning of each school year, as required by law.

Since FY 2014, Livingston County School District has been utilizing the PGES system, in which staff is properly trained. All administrators participated in the Teachescape training/assessment and are qualified to complete TPGES observations of certified teachers. The PGES model is very much in tune with the data referenced above.

During the initial stages of implementation of PGES, five pilot teachers developed student growth goals and professional growth goals. The teachers had 2 mini observations, one peer observation, and one full observation. All teachers were observed using a walkthrough instrument that focused on one PGES component each month.

Frequent walkthroughs by district and school leadership provide teachers with feedback to improve instructional practices and student achievement.

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Principals conduct mid-year conferences to monitor progress toward meeting student growth goals and professional goals.

As a method of coaching and mentoring, weekly walkthroughs are conducted on each teacher using a google forms instrument developed by the teacher leadership committee and school leadership team. In conjunction with the administrator's weekly guided planning sessions, immediate feedback is provided to individual teachers recognizing the use of best practices and areas in need of growth. The school leadership uses these walkthroughs to monitor overall trends throughout the building. In order to build capacity within the staff, leadership will pair a teacher needing growth in one area with a teacher demonstrating strength in the respective area. Walkthrough data is analyzed and results guide the development of embedded professional learning opportunities in order to improve teachers' instructional practices.

Teachers will continue to regularly gather formative data with the use of GradeCam and additional technological resources. This school-wide practice which will foster an understanding of how teachers and students use formative assessment data to inform instructional practices.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates.

Highly successful staff members will be identified by following school policies for evaluation, the use of walkthroughs and observations, and analysis of both cognitive and non-cognitive student data. Student progress in all areas will be facilitated by an analysis of data derived from CERT, STAR, college placement exam, KOSSA, industry certifications, end of course exams, pre-assessments to post-assessments, nine week common assessments, projects, and presentations. Results will become the basis for identifying outstanding educators. Strategies to identify and reward successful teachers/staff will include a spotlight program and will be celebrated through:

- Media releases
- E-mail notifications directly to parents and community members
- Recognition at school board meetings
- Small tokens of recognition (e.g, bags, flash drives, class supplies, etc.) to be determined by classroom teachers

Teachers will be rewarded by receiving priority status for participation in retention initiatives including:

- Assistance with National Board Certification: Upon successful completion of the process, teachers are reimbursed for 75% of the \$1,900 cost. SIG funding will be accessed to pay the \$100 mentoring fee for 6 approved teachers (over a three year period). After the teacher completes the process and makes a five year commitment to the district, SIG funding will be used to pay the remaining 25% of the total cost.

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- Assistance with the Murray State University teacher leader master's program: SIG funding may be accessed to assist teachers completing certification. Graduate class cost is @ 500/hr. LCHS will offer up to 12 free hours for 10 proven teachers, who make a five year commitment to the district, in identified areas over the next three years.
- National Accreditation for Advanced Placement Teachers: SIG funds will be used to address core content for high level students (especially in the areas that address math and literacy) through teacher training and accreditation. Approximately nine successful teachers, who make a five year commitment to the district, will receive the training free of charge through the life of the grant (5 @ 450 - \$6750).

Explain the procedures the school will use to remove school leaders, teachers and other staff that, after ample opportunities have been provided for them to improve, have not done so.

This issue is addressed in the process listed below, and is supported by district policy.

- Formative evaluations
- Conferencing
- Summative evaluations
- Non-tenured staff can be considered for non-renewal
- Growth plans
- Corrective action plans
- Implementation and evaluation of corrective action plans

When the above process does not address the issue with tenured staff, then there is re-assignment of duties or as a final resort, termination.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

LCHS involves staff in determining professional needs through committees, surveys, walkthroughs, and analysis of data. The LCHS improvement plan includes math/literacy activities and the school monitors progress toward those goals throughout the year. The school also works with many outside agencies to provide job-embedded professional learning.

- The West KY Co-op has math, literacy, and behavioral consultants that provide professional learning throughout the year.
- Kentucky Department of Education employs a Novice Reduction Coach for the Western Region that provides practices and instructional strategies to reduce the number of students scoring novice.
- Murray State University provides summer learning opportunities in a variety of educational areas.

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LCBS participates in ongoing job-embedded professional learning provided by in-house staff during monthly faculty meeting and bi-monthly PLCs. PLCs have instructional driven agendas. Teachers participate in ELA, Math, Science and Social Studies outside professional learning and are expected to share information upon return. ELA and math teachers periodically participate in district-wide professional learning community meetings focused on vertical curriculum alignment and content specific needs throughout the district.

There is a school-level professional learning committee that identifies topics to be included in future professional learning opportunities. Many topics for professional learning are identified by reflecting on walkthrough data. Facilitating a reflective process is a powerful tool for fostering change. School administrators have learned to triangulate correlations between CHETL, TGPEs, and school improvement efforts. Professional learning opportunities are aligned with all aspects of work. Reflection of student data has allowed teachers to recognize the impact a literacy focused school has on overall student achievement. The ER staff, school leadership, and teachers have worked collaboratively to redesign PLCs to include a strong literacy component.

Currently, the master schedule does not allow for common planning within departments, and the teachers have indicated a need for improved opportunities for collaboration. To enhance the professional learning community process, the school will revise the PLC structure to include weekly vertical meetings by content areas as well as horizontal meetings by grade level (two times per nine weeks) in order to engage in the formative/summative assessment process and analyze individual needs/personalization. The PLC structure will enhance current Professional Learning Community (PLC) structure, improve participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, and foster the formative assessment *process*, rather than *activities*. The school leadership team will visit classrooms to perform fidelity checks and provide monitoring, coaching, feedback, and support based on the newly revised walkthrough instrument. In order to fulfill the job description as a part time instructional coach for FY 2017 thru FY 2019, extra days will be added to the in-house district assessment coordinator to continue building capacity and sustainability with curriculum, instruction and assessment development, and implementation. The instructional coach will assist in facilitating professional learning through content area PLCs and at monthly faculty meetings. The instructional coach will work collaboratively with the principal to review and revise processes for monitoring implementations. The instructional coach will assist the leadership team with scheduled school-wide walkthrough observations and will be trained on providing specific feedback, coaching, and mentoring strategies.

Teachers completed three years of implementation of the Learning 360 Framework sponsored by the Center for Learning Excellence which emphasized matching classroom assessments with instruction. In addition, teachers learned a variety of strategies and best instructional practices to increase student engagement. Although teachers have grown in this area, walkthrough results indicate teachers should continue

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with this opportunity to deepen their understanding of how to effectively use the strategies to improve teaching and learning. Teachers will expand their knowledge by participating in a book analysis of Total Participation Techniques (TPTs), by Persida and William Himmele. TPTs, a collection of best practices and research based strategies, is used instructionally to actively and cognitively engage students in the learning process. The book analysis will include the following: 1) description (overview of the technique), 2) how it works (specific steps for using the technique), 3) ensure higher-order thinking (presentation of ideas to go beyond surface-level comprehension) and 4) pause to apply (adapt and personalize the technique to the contexts and content areas that teacher's teach). The book also addresses how TPTs can function as formative assessments. The analysis will be conducted through professional learning communities as well as faculty meetings and professional learning sessions with a direct focus on fostering growth in areas of need identified by walk through data. The leadership team will visit classrooms to perform fidelity checks and provide monitoring, feedback, and support to teachers. A direct impact on instruction and increase in student achievement will result as teachers refine the formative assessment process and intentionally use best practices consistently, making this process a fundamental part of the instruction.

LCHS partners with WKEC trainers in co-teaching and classroom management strategies as well as the Kentucky Department of Education novice reduction coach for the Western Region in providing practices and instructional strategies to reduce the number of students scoring novice. Co-teaching and novice reduction are areas of focus in order to increase academic performance in the gap student population. Summer 2017, WKEC trainers along with the KDE novice reduction coach will host a joint professional learning session with a focus on engagement, classroom management strategies, effective co-teaching models, strategies/practical applications, and the instructional process. In addition, WKEC staff and the novice reduction coach will schedule periodic walkthroughs throughout the year to assess co-teaching models, management practices, and engagement strategies being utilized in the classrooms. Using the current walkthrough instrument, the leadership team also addresses co-teaching models utilized and engages in post conferences with teachers to discuss effectiveness. Currently, the ER team and the DoSE are working to enhance the walkthrough instrument to provide more specific and intentional feedback and support for co-teaching partners. Student achievement will increase by improving instructional practices with a direct focus on active engagement and researched-best practices. SIG funds will be used to hire substitutes in order for teachers to participate in co-teaching and differentiated instruction trainings. SIG funds will also pay travel expenses for teachers to visit other successful schools. Future visits to hub schools and successful co-teaching schools will broaden stakeholder awareness of the successful practices being implemented at LCHS.

Project-based learning professional development will further target the recommendation to include instructional strategies that include inquiry, cooperative learning, learning styles, flexible grouping, and higher-leveled questioning. Project-based learning focuses on inquiry based instruction along with hands-on experiences that will enhance optimal

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learning opportunities for all students as well as strengthen and provide extra support for real world connections and 21st century skills. Teachers will not only engage in project-based learning training, but will also visit other neighboring schools that are fully implementing project-based learning with fidelity and success. To stimulate real world experiences and 21st century skills, each content and career based classroom will participate in at least one project-based assignment, including an evaluation rubric.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Recruit:

Livingston County Schools have good working conditions and flexible administrators to support and to help them become successful. The building administrator contacts a representative from Murray State University to identify possible qualified teachers. The school has the option to contact these candidates to showcase the benefits of coming to our school. Our current teacher salary schedule is comparable with area school districts our size which is appealing. Teachers who successfully complete their student teaching at LCHS are encouraged to return as full-time teachers. The school-wide PBIS plan fosters a positive environment for teaching and learning.

Place:

Teachers are placed according to student needs, not teacher preference. Teachers will receive support and mentoring through guided planning and PLCs conducted by ER staff, instructional coach, principal and assistant principal. Teachers may be placed based on their previous experience if there is data supporting effectiveness in that position (e.g., transitional courses).

Retain:

Retention of exceptional teachers is cornerstone to any successful school. The Livingston County School district will offer a variety of opportunities to maintain next generation professionals at LCHS. As referenced earlier, successful teachers will receive first priority for the following programs:

- Assistance with National Board Certification
- Assistance with the Murray State University Teacher Leader Program
- National Accreditation for Advanced Placement Teachers

Teachers and students will be able to develop 21st century skills using up to date technology. Teachers will be adequately equipped to teach using a variety of instructional strategies. Students will be able to participate in discovery, inquiry-based learning through hands-on experiences in math and science by completing labs from the National Math and Science Initiative. Teachers will broaden educational

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opportunities for students in math and science when instruction includes lessons, projects, and materials that prepare students in areas of Science, Technology, Engineering and Math (STEM). High tech science labs will be a strong factor to retain quality teachers. Working in a positive environment that fosters a true commitment to teaching excellence will increase retention of successful teachers.

Teachers will remain in a school that sufficiently provides materials that will maximize teaching and learning opportunities for students. Livingston Central High School has been renovated to have a fresh look that has increased pride in the school. Several upgrades to the infrastructure were completed in this rural school. There are plans to update the software in the school library for student use. Use of technology by students and teachers has increased over the past three years. Staff and students have access to three computer labs and three mobile labs in order to enhance student learning experiences. The Instructional Coach will assist teachers in effectively using current and new technology that will be available to students and teachers to improve teaching and learning. Currently, technology is accessible for item analysis of formative and summative assessment and provides additional resources to maximize data analysis as a basis for decision making. As recommended, the school revised the school technology policy to assure technology is used to enhance student learning experiences.

Common planning times have been re-established for FY 2017 and professional learning communities are scheduled for weekly collaboration time. Those communities will receive support with guidance and information from school leadership staff, instructional coach, and ER staff. PLCs and departmental meetings provide assistance and support for all teachers (especially new teachers) in a small group setting, creating an internal support system for teachers that will assist with retention. Planning days have been incorporated into the school calendar to allow necessary planning and collaboration to be completed on paid contract days.

Describe the research based literacy and math program that is vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Current data and trend data indicate math is an area of concern. While student performance has increased in reading, there is still room for improvement—both areas would benefit from more effective instructional practices. Professional learning opportunities and resources for students and teachers will be provided to improve reading skills across all content areas with a continued school-wide focus on literacy. An instructional coach will assist teachers in implementing literacy strategies, best instructional practices, formative assessments, data analysis, and student technology experiences across all content areas; therefore, building capacity within the teaching staff.

Math intervention teachers have been trained to use Catchup Math. Catchup Math is an online curriculum support (including intervention and special education) designed to

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improve student success and teacher effectiveness through differentiated instruction, lessons aligned with state standards, automatic homework grading, and intuitive reports. Catchup Math covers Grade 6 through Geometry, Algebra 2 and College Developmental Math and addresses elementary level skills as needed by individual students. Catchup Math uses instructional videos, lessons, hands-on activities, practice problems, and formative/summative assessments. Fall to winter 2016 CERT math data provides the following information: 57% of RTI students improved; 28% stayed the same, and 14% decreased. Overall, CERT points increased by an average of 2.5 points per student. Fall to spring FY 2016-2017 STAR math data provides the following information: 57% of RTI students improved, and 43% decreased. The overall average percentile rank for RTI math students was 64th, with 70th the proficiency benchmark.

The reading interventionist has been trained in facilitating Reading Plus, a web-based program that is common core aligned and designed to meet the demands of College and Career Readiness. As LCHS continues with this intervention/enrichment program, additional training will take place in the summer with a direct focus on progress monitoring and developing individual/small group skill lessons based on data. Reading Plus is intended to transform how students read, what students are capable of reading, and why students read while broadening interests and building knowledge. The instructional components of *Reading Plus* craft a framework of comprehension tasks while inviting inquisitiveness, reading efficiency, and entertainment. As students experience success, they make connections, convey opinions, and improve their ability to express and support their opinions with evidence and knowledge acquired from texts. *“Reading Plus provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in Reading Plus, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.”* Therefore, Reading Plus is both an intervention as well as an enrichment driven program used to maximize learning for all students. Fall to winter 2016 CERT reading data provides the following information: 80% of RTI students improved; 0% stayed the same, and 20% decreased. Overall, CERT points increased by an average of 2.6 points per student.

Accelerated Reader (AR) was reinstated three years ago to address struggling reading scores. Specific guidelines were developed in order to make this program a productive and effective tool for enhancing reading skills. Research supports students reading on a daily basis in order to improve fluency and comprehension skills. AR provides daily independent reading with direct feedback on academic achievement.

Three times per year, the school administers the College Equipped Readiness Tool (CERT) and Renaissance STAR Math - Standardized Testing and Reporting (STAR) assessments to students. CERT data is used to guide instruction for reading, math,

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English, and science. STAR Math data is used to triangulate with CERT math scores and math grades to inform math instruction. Data is analyzed district wide at the principal leadership meetings, school leadership team meetings, and shared with classroom teachers through guided planning and PLCs.

The school uses G-MADE, GRADE, daily formative assessments, summative assessments, CERT study hall, CERT exam room, STAR, and KOSSA data to inform instruction. The process of item analysis is being used to pinpoint deficiencies and help differentiate instruction.

Teachers completed three years of implementation of the Learning 360 Framework sponsored by the Center for Learning Excellence which emphasized matching classroom assessments with instruction. Professional learning on best instructional strategies, formative assessments and data analysis delivered by teacher leaders, the school leadership team, and ER staff is offered annually through planned summer professional developments, PLCs, and guided planning sessions. Learning 360 strategies have been incorporated into the current walkthrough instrument with an emphasis on specific feedback and coaching points delivered to teaching staff. Peer observations have taken place in order for strong Learning 360 teachers to model best instructional practices to peers. Teachers will continue with professional learning utilizing the Total Participation Techniques (TPTs) in a book study analysis. The school leadership team and instructional coach will conduct periodic visits/walkthroughs with an intentional focus on refining best practices in order to enhance effective instruction and increase academic achievement.

To address struggling math scores, the school will implement the Boyle County Co-Teaching Method for math as an additional resource. After several success visits with the Boyle County High School, LCHS is now ready to implement their own hybrid model for co-teaching, primarily using station teaching and math learning labs. This will entail hiring a math interventionist to teach in the math learning labs (foundational content) and plan directly with content based teachers. This **personalized instructional practice and intervention through a variety of engaging high-yield instructional strategies** will provide additional time for learning content and achievement of expectations, increase engagement, better classroom management, and address mastery of skills according individual student needs.

Based on changes in the FY 2017-2018 master schedule, teachers will be given increased opportunities to have professional discussions, analyze data, and plan collaboratively. Professional Learning Communities will be utilized to foster collaboration as well as identify and address individual student needs. The instructional coach for FY 2017 through FY 2019 will assist PLCs with best instructional practices, formative assessments, technology, and student-centered experiences in regards to math and ELA. The instructional coach will work collaboratively with the principal to review/revise procedures for monitoring, implementing, and evaluating effectiveness while also building capacity and sustainability of improved instructional practices.

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Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Over the past three years, the school has increased focus on student data. Student performance data is analyzed regularly in PLCs. School administrators and Academic Time teachers share data with the students through the use of student data cards and student handbooks. Teachers use Academic Time to regularly conference with students on academic and career goals. Parent/student/teacher conferences will be student-led, leading students to take ownership of their academic data by addressing weaknesses as well as strengths and setting future goals.

Using longitudinal data allows teachers and administrators to triangulate data and monitor student progress. The results of data analysis inform instructional decisions and course selection to best prepare students for College and Career Readiness. Longitudinal data is shared with students and families through student data cards and parent/teacher conferences. Individual performance data used by students empowers active participation in personal goal setting and planning for the future.

A color coding system was developed to identify students who meet benchmark, are close to meeting benchmark, and those students who are not close to meeting benchmark. Names of students who have reached College Readiness status are color coded blue; Career Readiness status are color coded yellow, and those who reach College and Career Readiness (CCR) status are color coded both blue and yellow. The system assists in tracking the achievement of school goals and identifies targeted students in need of academic mentoring. Initially, administrators and teachers focused on senior data to increase CCR and, as a result, the school's CCR improved. As the analysis process evolved, data was used to identify students needing to take COMPASS/KYOTE in order to meet the academic component, thus, giving teachers an intentional focus as they planned instruction. Data also identified students in need of re-taking an assessment -- the ASVAB as a senior or further preparation for Workkeys.

Administrators and teachers have now been utilizing data from juniors, sophomores, and freshman to guide class schedules, course offerings, and career pathways. Longitudinal data is easily manipulated to pinpoint specific needs and to create intentional planning based on similar groupings. Triangulation of data is used for RtI purposes. Data is used for individual conferencing with students and small group conferencing during Academic Time. Based on data, teachers motivate students to meet full potential and set realistic goals. Data identifies strengths and weaknesses and is used to guide selection of career pathways.

Through this process, administrators are able to foster a data driven culture. Administrators began by looking at longitudinal assessment data and as the process evolved, began to identify attendance and behavior trends and their relationship to performance on assessments. Administrators and teachers use this information to

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improve attendance, behavior, and academic performance as well as coordinate mentor assignments.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

The 21st CCLC program (Project Pass) offers services during the school year Monday-Thursday from 3:00 pm until 6:00 pm. Focus is given to students: 1) identified as free/reduced lunch status; 2) at-risk of failure; and/or 3) identified as not performing at grade-level. Services include tutoring, homework help, academic skill enhancement, and enrichment activities. This program proactively links the regular school-day to after-school services designed to assist at-risk students and negates the need for credit recovery programs typically hosted during the summer. Summer activities promoting career/college readiness and service learning are offered in accordance to grant guidelines for at least 20 days for no less than 6 hours per day. This gives students opportunities for individual or small group assistance in gaining valuable skills. Data shows GAP students are in greatest need to increase achievement and many receive intervention services. Specifically, trend data identifies math achievement as consistently low in this group. Additional math instruction time needed for student success is offered through Project Pass.

The incorporation of web-based programs such as ALEKS/Catchup Math, CERT Study Hall and Exam Room, APEX, and Reading Plus provide students the opportunity to participate in learning activities both inside and outside of school time. In addition to the 21st CCLC afterschool program, the master schedule will include time before the traditional school day begins to provide math and reading interventions for students.

To increase family and community engagement, the school hosts parent/teacher conferences, Parent Academies, student financial aid workshops, SBDM meetings, Project Graduation, 8th Grade Night (transition to LCHS), and completion of Individual Learning Plans (ILPs).

The school strives to increase student involvement by offering clubs and other school related activities. Many clubs are co-curricular and some are focused on student interest. Project Pass (21st CCLC grant) incorporates student interest into their afterschool enrichment activities as well incorporates student academic need into their remediation program. During FY 2017- 2018 the Instructional Coach will partner with the 21st CCLC grant coordinator to provide opportunities for students to attend cultural events at nearby facilities that feature local artists. In addition, students will have enrichment opportunities to attend plays at the Carson Center in Paducah, KY. These opportunities compliment Program Review initiatives.

LCHS will offer summer school for students who need a credit recovery option. SIG funds will provide transportation costs which will increase attendance as well as the number of students who successfully recover credits, moving toward graduation.

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Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the next three years.

Group	Item Number	Item	Strongly Agree + Agree
Staff	15	Our School's leaders provide opportunities for stakeholders to be involved with the school.	96%
Staff	34	In our school, all school personnel regularly engage families in their children's learning progress.	78%
Staff	35	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	85%
Student	13	My school offers opportunities for my family to become involved in school activities and my learning.	54%
Student	21	All of my teachers keep my family informed of my academic progress	45%
Parent	9	Our school provides opportunities for stakeholders to be involved in the school.	64%
Parent	15	All my child's teachers help me to understand my child's progress.	58%
Parent	16	All of my child's teachers keep me informed regularly of how my child is being graded.	54%
Parent	17	All of my child's teachers report on my child's progress in easy to understand language.	65%
Parent	35	My child has administrators and teachers that monitor and inform me of his/her learning progress.	60%

Figure 18: Tell Data Regarding Parent Involvement

Tell data indicates a need for improving opportunities for parents to share responsibility for their child's learning and to become more involved in the school (see Figure 18). Parents express limited confidence that they will be regularly informed of how their child is being graded. Parents also have limited confidence that they will be informed of their child's academic progress.

Livingston Central High School will establish and expand educational partnerships to help make LCHS a next generation school. Outside partners will be a vital link to the

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success of the high school. The Instructional Coach will work collaboratively with other stakeholders to implement systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school. There are plans to partner with community businesses to identify the math skills that are needed for the local workforce. Results from these partnerships will affect course offerings.

Identify the intensive technical assistance and support provided to the school by the district.

District technical assistance will include:

Professional Development – provide summer Live Red Academy focusing on the most current professional learning needs.
Response to Intervention – aid in effective implementation of the district RtI plan, including effective Tier 1 instruction, Tier 2, and 3 interventions and progress monitoring practices. The district has provided a person dedicated to monitoring RtI implementation.
Behavior – assist with intervention and technical support; code of conduct development; policy and procedure guidance.
Technology – provide technical assistance and maintenance; support of a district-wide technology integration specialist.
Walkthroughs – assist with walkthroughs regularly and offer feedback to administrators and teachers.
Instructional Rounds – work with teachers and administrators on next steps for school-identified problems of practice.
Attendance – support truancy diversion program; court referrals; and Infinite Campus.
Administrative PLC's – host monthly PLCs with a direct correlation to effective leadership; school decision making; data analysis; as well as various hot topic book studies.
ELA and Math District Level PLC's – attend periodic PLCs to address curriculum standards, gaps in curriculum, areas of concern, celebrations, latest research, etc.
Leadership Team Meetings – attend regularly the Leadership Team meetings to stay informed of school progress toward improving student achievement and to offer assistance and guidance as needed to address barriers.
PGES – support all PGES initiatives as they are implemented with fidelity. All principals/assistant principals/district administrative team members are certified. The principal and superintendent complete the PPGES process.
New Teacher Mentor Program – present summer orientation for new teachers.

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe the district plan to ensure the school is not required to accept a

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teacher without the mutual consent of the teacher and principal.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe strategies to increase graduation rates.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe the strategies implemented to improve school climate and discipline.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Actions district addressed

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

Administrators, teachers, district personnel, and ERS's have been participating in professional development pertaining to effective instruction for numerous years (e.g., Teachscape, Learning 360 Framework, Total Participation Techniques, Co-Teaching, etc.) Effective instructional training will continue during the next three years and enable administrators and teachers to identify and implement effective instruction in high school classrooms.

Walkthroughs are completed a minimum of four times a month in every classroom. These walkthroughs are based on domains two and three of the Framework for Teaching which provide feedback for continuous improvement in instructional practices, classroom management, and support the school's improvement priorities of differentiation, rigor, collaboration, higher order questioning, exemplars, formative assessments, and etc. The school leadership team discusses walkthrough data each month, identifying trends, patterns, strengths, weaknesses, and setting goals in order to ensure reliability and consistency in observations and feedback. Ensuring a minimum of four walkthroughs per month for each teacher not only allows leadership to focus on effective instruction but also monitor change.

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The regular and systematic review of data will inform what areas of professional learning are critical. Each professional development session will be flexible and tailored to the needs identified by academic data and walkthrough observations throughout the year.

Professional learning topics may include, but are not limited to:

- Research-based best practices (Total Participation Techniques)
- Vertical and horizontal curriculum alignment
- Classroom management strategies
- Rigor
- Discussion techniques
- Effective questioning
- Differentiated instruction
- Literacy
- Engagement
- Formative assessment
- Content vocabulary and prior knowledge
- Effective feedback
- Effective co-teaching models
- Effective use of technology by teacher and student

Teacher feedback from data analysis during weekly PLC sessions will determine additional professional learning topics.

Use of these strategies will be reinforced during weekly PLCs and guided planning sessions. The principal will ensure that the above strategies are measured through walkthroughs and coaching sessions. By adhering to the Livingston County School District evaluation policy, the principal will collaborate with teachers concerning individual professional growth plans at least two times per year (or more often as needed).

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

The assignment of staff will be based entirely on student needs as prescribed by triangulation of data and student requests according to the master schedule. The Superintendent and ER staff will assist with developing a master schedule focused on student needs for the upcoming year. The schedule will link course offerings to adopted core curriculum, Rtl opportunities, math co-teaching model/labs, career pathways, and college readiness goals.

The option to reassign staff will be considered if data supports an internal or external transfer would be in the best interest of students. The creation of other staffing, as outlined in other sections of this grant application, is focused on improving instructional practices.

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Teachers may continue in their current position if data supports effectiveness. If not, teachers will be reassigned to an area showing strength. Overall, staff will be utilized to minimize barriers to student learning and reassigned to maximize academic achievement.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Professional learning funds will be committed to improving instructional practices for Tier I interventions. Analysis of multiple sources of data indicates instruction contributes to low student achievement and performance gaps in literacy and math. The realignment of professional development funds will address SMART goals related to math and literacy.

The Instructional Coach will work with the Youth Service Center to maximize the flow of funds into student activities (e.g. mentoring programs, transition activities). These activities will address SMART goals related to non-cognitive indicators.

SBDM funds will be allocated to support increased student and teacher use of technology. Technology serves as a bridge to more engaged, relevant, and personalized learning which can lead to higher academic achievement. Technology also provides a platform for more informed decision making using timely, meaningful data to shape optimal learning opportunities. These activities will address SMART goals related to the following: effective instructional practices, data analysis to inform instruction, and use of technology as an instructional teaching/learning tool.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Board of Education policies are reviewed at least annually and revised in accordance with changes in regulation and statute. The Livingston County Board of Education follows the recommendations of the Kentucky School Board Association to ensure our policies meet not only the law but also best practice. Revisions to policies are shared among staff and available in the on-line manual on the district website. Administrators review and recommend changes to Livingston County Board of Education throughout the year as needed. For example, board policy 08.2 was adopted on November 11, 2013 to address the need of protecting classroom instructional time. The need for this policy was brought to light in preparation for the follow up district/school visit/audit from the KY Department of Education. Aside from following all legal requirements, policies will not act as a barrier to the implementation of the school improvement plan.

School Based Decision Making policies are reviewed and updated annually through monthly SBDM meetings at LCHS. SBDM members develop, discuss, review and refine

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policies in order to eliminate barriers to teaching and learning and to keep an intentional focus on academic achievement.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

There is a strong focus from the school and district to protect instructional time and to ensure the use of researched-based instructional strategies that are in accordance with best practices. The administrative staff uses all available opportunities to collaborate and partner with other professionals in meetings and through success visits (e.g., Boyle County Co-Teaching). Livingston County teacher leaders collaborate in content network meetings as well as through annual content conferences and then return to their respective schools and share information and training with their PLCs. Livingston County Board of Education was proud to be among the first 100 KY school districts to adopt the policy to require school attendance to age 18. Our district and school recognizes the need for continuous improvement and sustainability and will make the implementation of this plan a top priority.

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LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum & Instruction Committee

COUNCIL POLICY TYPE (CHECK ONE)

☐ By-Laws (Council Operational Policies)

☒ Function (School Operational Policies)

POLICY NUMBER

08.02

POLICY TOPIC DESCRIPTION

Curriculum Policy

POLICY STATEMENT

Our current curriculum, as well as any future changes, will

- Be aligned with the state standards for all subjects
- Provide equitable access to a common academic core for all students
- Provide support for all students to be able to complete some college-level work while in high school
- Provide links to continuing education, life and career options
- Reflect the strategies adopted in our School Improvement Plan
- Provide the legally required core curriculum of college-level courses

Teacher Role

All teachers will:

- Disseminate the curriculum expectations for their classes to students in age-appropriate way and to all parents.
- Teach the state standards assigned for their particular area or areas
- Be prepared to contribute to discussions of needed changes in the curriculum

Principal Role

The Principal will:

- Ensure that copies of the curriculum standards and expectations for the school are available for parent review
- Meet with each new teacher to review this policy and the sections of the curriculum that apply to the teacher's assignment.

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We will evaluate the effectiveness of this policy through our School Improvement Planning Process.
First Reading Date: November 14, 2011
Date Adopted (2nd Reading): December 12, 2011 Signature: _____
Council Chairperson

Responsible Committee: Curriculum Committee

COUNCIL POLICY TYPE (CHECK ONE)

_____ By-Laws (Council Operational Policies)

 X Function (School Operational Policies)

POLICY NUMBER

13.02

POLICY TOPIC DESCRIPTION

Instructional Practices Policy

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POLICY STATEMENT

Instructional Practice Principles

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that all students:

- Are actively involved in their own learning
- Use writing as a way to learn
- Have some ownership over what is being learned
- Communicate with peers about what they are learning
- Study subjects in a way that shows them appreciation to real life
- Are able to make connections among content areas
- Are instructed in ways that help all students learn the Core Academic Standards, which Kentucky has determined are essential for all students to know and be able to do.

Instructional Practice Guidelines

To help ensure our instructional practice and principles are implemented:

Each week, students will have the opportunity to:

- Receive appropriate and meaningful feedback
- Work with other students in pairs, small groups or teams
- Do hands-on activities
- Use calculators/technology
- Read books or materials on their own or with a partner
- Discuss different ways to solve problems

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Instructional Practices Policy

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Teacher Role

To ensure that the principles and guidelines above are implemented, every teacher shall:

- Use a wide variety of student-centered, culturally responsible researched based instructional strategies to address various learning styles.
- Use activities where all students use higher-order thinking skills.
- Assign tasks similar to those used for state assessments.
- Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
- Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
- Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
- Follow the procedures outlined in the homework policy.
- Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

Principal Role

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and the final selection of all teachers.

Encourage and support teachers in their role.

Encourage professional development that supports the implementation of this policy.

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: November 14, 2011

Date Adopted (2nd Reading): December 12, 2011

Signature: _____

Council Chairperson

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LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: School Culture & Resources Committee

COUNCIL POLICY TYPE (CHECK ONE)

☐ By-Laws (Council Operational Policies)

☒ Function (School Operational Policies)

POLICY NUMBER

09.02

POLICY TOPIC DESCRIPTION

Instructional and Non-Instructional Staff Time Assignment Policy

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POLICY STATEMENT

Criteria for Assignment

The principal will assign staff members' time in a manner that will:

- Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
- Take into account staff members' request to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
- Take into account different teacher's strengths and in-depth knowledge of specific topics.
- Take into account specific student needs based on student performance data.
- Respect state certifications requirements and the parameters of district job classifications.

Assignments Based on Criteria

To complete assignments, the principal will:

- In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
- In April, meet with any individual staff members whose request may be difficult to grant to discuss reasons for the staff members' interest, factors making it difficult to grant the requests and possible solutions.
- In May, assign staff members based on the criteria in the first section of this policy.
- In August, notify the council of how all staff members have been assigned.

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POLICY STATEMENT

Instructional and Non-Instructional Staff Time Assignment Policy

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Altering Assignments

After making assignments, the principal may alter them:

- When necessary to respond to unanticipated enrollment or staffing changes.
- When the principal and the affected teachers agree that a change is needed.
- When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until next school year.

Supervision of Students

While on school property, students at Livingston Central High School will be under the supervision of a qualified adult who will hold them accountable for their conduct.

Daily Supervision Plans

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria
- Restrooms
- Locker Areas
- Halls
- Before and after school areas
- Bus loading and unloading zones

Supervision of Events and Activities

The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: 3/19/12

Date Adopted (2nd Reading): 4/16/12

Signature: _____

Council Chairperson

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum Committee

COUNCIL POLICY TYPE (CHECK ONE)

☐ By-Laws (Council Operational Policies)

☒ Function (School Operational Policies)

POLICY NUMBER

11.01

POLICY TOPIC DESCRIPTION

School Day and Week Schedule Policy

POLICY STATEMENT

Criteria for Developing the School Schedule

Our schedule will:

- Reflect our mission and belief statement.
- Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusions related to cultural background, physical abilities, socio-economic status, and intellectual status.
- Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
- Support our Curriculum Policy, our Instructional Practices Policy, and the Goals and Strategies in our School Improvement Plan.
- Allow teachers shared time to collaborate and plan on a regular basis.
- Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of the day.
- Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

Process for Developing the School Day Schedule

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedure:

- The council will appoint the Curriculum Committee to review student performance data and data from students, parents and staff on how well instructional time is being used.
- Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
- Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.

School Day and Week Schedule Policy
POLICY STATEMENT

Page 2 of 2

Prior to developing the master schedule, the Curriculum Committee will make recommendations they have made or are considering making if it should have schedule implications.

Based on the above work the Curriculum Committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.

No later than the 1st of April, the principal (and/or designee) will prepare a schedule for the coming school year including changes (if any).

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: July 15, 2013

Date Adopted (2nd Reading): August 19, 2013

Signature: _____

Council Chairperson

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District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum Committee

COUNCIL POLICY TYPE (CHECK ONE)

☐ By-Laws (Council Operational Policies)

☒ Function (School Operational Policies)

POLICY

NUMBER

42.00

POLICY TOPIC DESCRIPTION

College-Level Courses

Page 1 of 2

POLICY STATEMENT

Curriculum and Availability

Each year we will offer our students college-level courses in the following areas:

- English
- Science
- Mathematics
- Social Studies
- Career and Technical Education Courses (CTE Courses)

Those courses will be offered as Advanced Placement classes at our school, or through arrangements with nearby colleges and universities. They will be accessible to all students who have a reasonable chance of being successful in the class and to those who meet the guidelines.

If the course is designated as an Advanced Placement course, it must:

- Be identified as an advanced placement course by the College Board.
- Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course.
- Be aligned with Kentucky's Academic Standards.
- Prepare a student to take and be successful on the appropriate advanced placement examination administered by the College Board.
- Be taught by staff with appropriate content certification and professional development preparation to teach the advanced placement course.

The principal (or principal designee) will make appropriate arrangements for these courses to be offered.

POLICY STATEMENT

College Level Courses

Page 2 of 2

Recruitment

We will encourage all students to prepare for and take one or more college-level courses. We will do this in the following ways:

- The counselor will advise students and parents of these options when they prepare and revise the student's Individual Learning Plan and encourage each student to take appropriate preparatory courses.
- Teachers will encourage all students to take challenging courses each year.
- The council may amend the School Improvement Plan to add additional steps to ensure equitable participation in future years.

Student Assignment

All students may take our college-level courses if they have the skills they need to be ready for that work as based on the college readiness guidelines. They may establish that level of skill and be assigned to a college-level course by any one of the following means:

- Completing the pre-requisite courses listed in the Curriculum guideline document.
- Meeting the college benchmarks for college courses.
- Receiving permission from the teacher.

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: 10/21/13

Date Adopted (2nd Reading): 12/16/13

Signature: _____
Council Chairperson

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Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.

Support	Selection	Evaluation Tools
Kentucky Department of Education (KDE) • Dr. Kelly Foster – Associate Commissioner • Susan Greer-Educational Recovery Director	Assigned staff support through District 180 and KDE	Quarterly Reports On-site visits
West KY Educational Cooperative John Settle-Administration Patty Grable-Special Education Program Director	Guidance relating to: Co-Teaching Behavior Literacy & Math	Principal Professional Growth & Effectiveness System (PPGES) Teacher Professional Growth & Effectiveness System (TPGES)
Kentucky Department of Education (KDE) J'Nora Anderson – Western Kentucky Novice Reduction Coach	Guidance relating to: • Co-Teaching • Novice Reduction • Practical Applications/Strategies	Novice Reduction – Key Core Processes
Success Visits HUB School – Franklin-Simpson High School Boyle County High School	To structure a framework that promotes college and career readiness and supports effective co-teaching models to enhance instruction	Site visits Networking/Partnerships

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

The district will continue to use revenue sources such as SEEK, IDEA, local tax effort, and Title I to meet the needs of the school. Extra staffing above and beyond the staffing formula will be provided to ensure students have opportunities in all areas of the curriculum and to meet all graduation requirements. School administration and teaching staff will be strongly encouraged to carefully examine the use of staffing allocations to meet student needs and to maximize human resources to provide for periods for instructional coaching, mentoring, and interventions. The district fully funds dropout prevention programs and an alternative education program for the students and will continue to do so. Also, district office staff attends leadership team meetings, RtI progress monitoring sessions, and Instructional Rounds in order to provide extra support for LCHS. The district office pledges to provide this support throughout the SIG grant period and beyond.

The Board of Education will continue to fund the Renaissance STAR Math – Standardized Testing and Reporting (STAR) provides math data for analysis district wide. The 21st Century Community Learning Center will continue to offer opportunities for academic skills improvement.

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Family Resource and Youth Service Center funding will continue to expand and enhance initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).

Professional Learning funds will allow for the continued training in research-based best instructional practices, including math and literacy initiatives.

Data analysis will continue to drive instructional changes and annual goals. Teachers will use formative assessments, common assessments, STAR math data, CERT data, and KOSSA data to inform instruction.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement.

The administration at Livingston Central High School will report regularly to the Board of Education throughout the grant cycle and cumulative data will be supplied to the Board yearly. Continued funding of SIG initiatives will rely on proven effectiveness. Funded personnel positions from the grant will no longer be required based on embedded systems for continuous improvement. Data analysis will continue to drive instructional changes and annual goals through:

Weekly PLCs will analyze student data and congruency protocols, address gaps and monitor progress toward quarterly goals.

Quarterly data reviews will monitor progress toward meeting annual SMART goals.

Embedded professional learning will address needs in math and literacy.

Through guided planning sessions administrators and instructional coach will review lesson plans, strategies, and assessments and have conversations with specific feedback that address individual needs as well as teacher reflection. Through regular walkthrough/observations, the leadership team will provide teaching staff with specific feedback as well as coaching/mentoring points addressing areas of best practice and noting areas of growth.

Timeline

Please Note: You may only type in the gray areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Month	2017-2018	2018-2019	2019-2020
July	The principal will communicate SMART goals to all stakeholders. The principal will collaborate with the 21st CCLC program and FRYSC to review/revise services specific to the high	The principal will communicate SMART goals to all stakeholders. The principal will collaborate with the 21st CCLC program and FRYSC to review/revise services specific to the high	The principal will communicate SMART goals to all stakeholders. The principal will collaborate with the 21st CCLC program and FRYSC to review/revise services specific to the high

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	<p>school and the identified needs. District Assessment Coordinator's position will be reviewed/revise to incorporate duties to address the need for an Instructional coach by adding days. The principal will meet with the superintendent, ERS staff, Instructional Coach and other district administrators to review the plan for additional support strategies. The principal and Public Relations Director review/revise the open, two-way communication and networking with major stakeholders within the community. The teacher leadership team will host a PLC to reflect on the activities and accomplishments of the team from the previous school year. The team will create a timeline of goals, initiatives, and activities for FY 2017. The principal, ERS staff, and Instructional Coach will work with teachers to review/revise common assessments and curriculum documents for all content areas with a specific focus on ELA and Math standards. Instructional Coach and ERS staff will work with teachers to foster effective instruction, as well as, the formative assessment process. The superintendent and ERS staff will work with the guidance counselor and principal to review/revise the master schedule to maximize learning opportunities for students. The guidance counselor and principal will work with</p>	<p>school and the identified needs. The principal will meet with the superintendent, ERS staff, Instructional Coach and other district administrators to review progress and plan for additional support strategies. The principal and Public Relations Director review/revise the open, two-way communication and networking with major stakeholders within the community. The principal, ERS staff, and Instructional Coach will work with teachers to review/revise common assessments and curriculum documents for all content areas with a specific focus on ELA and Math standards. ERS staff and Instructional Coach will continue to work with teachers to improve effective instruction, as well as, the formative assessment process. The superintendent and ERS staff will work with the guidance counselor and principal to refine the master schedule to maximize learning opportunities for students. School and district leadership will work collaboratively to clearly communicate and encourage qualified teachers to participate in the Aspiring Administrator's Program. The guidance counselor, principal, and Instructional Coach will work with teachers to effectively design and prepare for quality Academic Time (CCR) focused on meeting student's needs. School leadership will review/revise and communicate the school-</p>	<p>school and the identified needs. The principal will meet with the superintendent, the Instructional Coach and other district administrators to review progress and plan for additional support strategies. The principal and Public Relations Director review/revise the open, two-way communication and networking with major stakeholders within the community. The principal and Instructional Coach will work with teachers to review/revise common assessments and curriculum documents for all content areas with a specific focus on ELA and Math standards. Instructional Coach will continue to work with teachers to refine effective instruction, as well as, the formative assessment process. The guidance counselor and principal will refine the master schedule to maximize learning opportunities for students. School and district leadership will work collaboratively to clearly communicate and encourage qualified teachers to participate in the Aspiring Administrator's Program. The guidance counselor and Instructional Coach will work with teachers to effectively design and prepare for quality Academic Time (CCR) focused on meeting student's needs. School leadership will review/revise and communicate the school-wide behavior plan and student incentives and rewards.</p>
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	<p>teachers to effectively design and prepare for quality Academic Time (CCR) focused on meeting student's needs. School leadership will review/revise and communicate the school-wide behavior plan and student incentives and rewards. Teachers will purchase instructional resources to enhance teaching and learning. Science teachers will order resources and materials in order to provide students the opportunity to utilize 21st century skills and participate in STEM activities. Science teachers will order resources and materials in order to provide students the opportunity to utilize inquiry-based learning activities congruent with the Next Generation Science Standards. District IT personnel and the principal will order technology designed to foster 21st century skills as well as to enhance teaching and learning. The school leadership and ERS staff will develop and communicate expectations of the instructional coach to maximize effectiveness. School leadership, Instructional Coach and ERS staff will attend Turnaround Team meetings. School leadership and ERS staff will develop an instructional calendar. LCHS staff will be participate in professional learning with a focus on effective co-teaching models, practical application/strategies, engagement, and classroom management procedures presented by West Kentucky</p>	<p>wide behavior plan and student incentives and rewards. Teachers will purchase instructional resources to enhance teaching and learning. District IT personnel and the principal will order technology designed to foster 21st century skills as well as to enhance teaching and learning. School leadership and Instructional Coach will develop an instructional calendar. LCHS teachers will participate in reviewing/revising curriculum, instruction, and assessment design as led by the Instructional coach, principal and ERS staff. The Instructional Coach will provide training for teachers on latest technology equipment and software. Teacher leadership team, student leadership team and school leadership team will meet and plan opening day for LCHS staff and students. School leadership team will review/revise the plan to incorporate a student leadership team. Math and special education teachers will review and revise curriculum, instruction, and assessment design based on the Boyle County Co-teaching Model. DOS, FMD special education teacher, guidance counselor and principal will review and revise the Peer Tutoring program based on reflection and monitoring feedback. The new master schedule will include a new career pathway in the Media Arts fostering project-based learning activities.</p>	<p>Teachers will purchase instructional resources to enhance teaching and learning. District IT personnel and the principal will order technology designed to foster 21st century skills as well as to enhance teaching and learning. School leadership will develop an instructional calendar. LCHS teachers will participate in reviewing/revising curriculum, instruction, and assessment design as led by the Instructional Coach, principal, and ERS staff. The Instructional Coach will provide training for teachers on latest technology equipment and software. Teacher leadership team, student leadership team and school leadership team will meet and plan opening day for LCHS staff and students. School leadership team will review/revise the plan to incorporate a student leadership team. Math and special education teachers will review and revise curriculum, instruction, and assessment design based on the Boyle County Co-teaching Model. DOS, FMD special education teacher, guidance counselor and principal will review and revise the Peer Tutoring program based on reflection and monitoring feedback. Based on ILP reviews, community input, Operation Preparation, and student career interests, the school leadership team, Instructional Coach, Arts and Humanities teachers, and Career and Technical Education teachers will develop a plan to expand</p>
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	<p>Novice Reduction Coach and WKEC staff.</p> <p>An additional math interventionist will be hired in order to implement the Boyle County Co-teaching model. Math and special education teachers will participate in curriculum, instruction, and assessment design based on the Boyle County Co-teaching Model.</p> <p>ELA and special education teachers will participate in curriculum, instruction, and assessment design based on incorporating effective co-teaching models such as parallel and skills group teaching.</p> <p>The Instructional Coach will provide training for teachers on latest technology equipment and software.</p> <p>The Instructional Coach and ERS staff will participate in project-based learning training in order to provide professional learning for teachers.</p> <p>Teacher leadership team and school leadership team will meet and plan opening day for LCHS staff and students.</p> <p>School leadership team will design a plan to incorporate a newly established student leadership team.</p> <p>Based on ILP reviews, community input, Operation Preparation, and student career interests, the school leadership, Instructional Coach, ERS staff, Arts and Humanities teachers, and Career and Technical Education teachers will develop a plan to expand career experiences, opportunities, and pathways in order to foster project-based learning activities.</p>		<p>career experiences, opportunities and pathways to foster project-based learning activities.</p>
August	Teachers and administrators will develop student growth		

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	<p>goals and professional growth goals based on the TPGES System.</p> <p>School administrators and ERS staff will guide teachers in analyzing student work and utilizing assessment and data analysis protocols in PLCs and guided planning (training for new assistant principal and Instructional Coach).</p> <p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>Teachers will begin a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings.</p> <p>The Instructional Coach will model using technology for teaching and learning.</p> <p>The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for dual credit courses.</p> <p>LCHS teachers will register to attend national, state and/or local conferences in their respective content area.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR).</p> <p>School leadership will generate feedback from groups involved in the development of policies and programs utilizing ad hoc</p>	<p>Teachers and administrators will develop student growth goals and professional growth goals based on the TPGES System.</p> <p>School administrators, Instructional Coach, and ERS staff will guide teachers in analyzing student work and utilizing assessment and data analysis protocols in PLCs and Guided Planning.</p> <p>School leadership and Instructional Coach will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings.</p> <p>The Instructional Coach will model using technology for teaching and learning.</p> <p>The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for dual credit courses.</p> <p>LCHS teachers will register to attend national, state and/or local conferences in their respective content area.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR).</p> <p>School leadership will generate feedback from groups involved in the development of policies and programs utilizing ad hoc committees, round table</p>	<p>Teachers and administrators will develop student growth goals and professional growth goals based on the TPGES System.</p> <p>School administrators and Instructional Coach will guide teachers in analyzing student work and utilizing assessment and data analysis protocols in PLCs and Guided Planning.</p> <p>School leadership and Instructional Coach will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings.</p> <p>The Instructional Coach will model using technology for teaching and learning.</p> <p>The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11.</p> <p>Guidance counselor will provide students with the opportunity to have fees paid for dual credit courses.</p> <p>LCHS teachers will register to attend national, state and/or local conferences in their respective content area.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR).</p> <p>School leadership will generate feedback from groups involved in the development of policies and</p>
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	<p>committees, round table groups, and quarterly SIG Advisory Council meetings. Teacher leadership team and school leadership team will host opening day for LCHS staff and students. School leadership team will select participants to participate in the newly established student leadership team. The Instructional Coach will assist teachers with planning and coordinating community-based fieldtrips and guest speakers to enhance real world experiences and to provide hands-on instruction. Instructional Coach and ERS staff will provide professional learning for teachers during PLC time with a focus on project-based learning. Instructional Coach will assist teachers with planning and coordinating project based-learning activities to promote 21st century skills. DOS, FMD special education teacher, guidance counselor and principal will design and plan the requirements and expectations for the newly established Peer Tutoring program. Peer Tutoring program will begin and will be monitored by FMD special education teacher as well as DOS. School leadership will plan and conduct a Back to School Night event to establish partnerships with community businesses, school and families.</p>	<p>groups, and quarterly SIG Advisory Council meetings. Teacher leadership team, student leadership team and school leadership team will host opening day for LCHS staff and students. School leadership team will select participants to participate in the established student leadership team. The Instructional coach will assist teachers with planning and coordinating community-based fieldtrips and guest speakers to enhance real world experiences and to provide hands-on instruction. Instructional Coach will assist teachers with planning and coordinating project based-learning activities to promote 21st century skills. School leadership will plan and conduct a Back to School Night event to establish partnerships with community businesses, school and families.</p>	<p>programs utilizing ad hoc committees, round table groups, and quarterly SIG Advisory Council meetings. Teacher leadership team, student leadership team and school leadership team will host opening day for LCHS staff and students. School leadership team will select participants to participate in the established student leadership team. The Instructional Coach will assist teachers with planning and coordinating community-based fieldtrips and guest speakers to enhance real world experiences and to provide hands-on instruction. Instructional Coach will assist teachers with planning and coordinating project based-learning activities to promote 21st century skills. School leadership will plan and conduct a Back to School Night event in partnership with community businesses, school and families.</p>
September	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and</p>	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and</p>	<p>School leadership, and Instructional coach will monitor use of engagement strategies, rigorous instruction, and formative</p>

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	<p>formative assessments by the use of the school developed walkthrough instrument.</p> <p>Teachers will continue a book analysis of “Total Participation Techniques (TPT)” during PLCs and faculty meetings.</p> <p>The Instructional Coach will administer the CERT Assessment for students in grades 9 through 11.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will receive release time to conduct horizontal PLC’s to address the needs of at-risk grade level students.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p> <p>School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS.</p>	<p>formative assessments by the use of the school developed walkthrough instrument.</p> <p>Teachers will continue a book analysis of “Total Participation Techniques (TPT)” during PLCs and faculty meetings.</p> <p>The Instructional Coach will administer the CERT Assessment for students in grades 9 through 11.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will receive release time to conduct horizontal PLC’s to address the needs of at-risk grade level students.</p> <p>Teachers will receive release time to conduct horizontal PLC’s to address the needs of at-risk grade level students.</p> <p>The principal will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community.</p> <p>School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS.</p>	<p>assessments by the use of the school developed walkthrough instrument.</p> <p>Teachers will continue to share and present best instructional practices from a variety of sources (i.e., Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings.</p> <p>The Instructional Coach will administer the CERT Assessment for students in grades 9 through 11.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will receive release time to conduct horizontal PLC’s to address the needs of at-risk grade level students.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p> <p>School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS.</p>
October	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough</p>

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	<p>instrument. WKEC staff and West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, classroom management, practical applications and effective co-teaching. Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CCR). Teacher leaders will plan and submit a monthly PLC calendar. The guidance counselor will organize college visits/post-secondary options for each grade level. The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community. Parent/student/teacher conferences will take place. The Program Review Committee will assist teachers with implementation of school-wide Program Review process. School leadership will share accountability released data for FY 2016 and teachers will analyze specific data to review and revise curriculum, inform instruction, and identify areas for growth and celebration. Teachers will analyze</p>	<p>instrument. WKEC staff and West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, classroom management, practical applications and effective co-teaching. Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CCR). Teacher leaders will plan and submit a monthly PLC calendar. The guidance counselor will organize college visits/post-secondary options for each grade level. The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community. Parent/student/teacher conferences will take place. The Program Review Committee will assist teachers with implementation of school-wide Program Review process. School leadership will share accountability released data for FY 2016 and teachers will analyze specific data to review and revise curriculum, inform instruction, and identify areas for growth and celebration. Teachers will analyze</p>	<p>instrument. West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The coach will monitor classrooms periodically as well as provide feedback and support in engagement strategies, practical applications and effective co-teaching. Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CCR). Teacher leaders will plan and submit a monthly PLC calendar. The guidance counselor will organize college visits/post-secondary options for each grade level. The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community. Student-led parent/student/teacher conferences will take place. The Program Review Committee will assist teachers with implementation of school-wide Program Review process. School leadership will share accountability released data for FY 2016 and teachers will analyze specific data to review and revise curriculum, inform instruction, and identify areas for growth and celebration.</p>
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	<p>effectiveness of the Accelerated Reader program to inform practices. Teacher leadership team and school leadership team will plan and host Celebration of Scores for LCHS staff and students. School Leadership team will meet with members of the student Leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers on latest technology equipment and software.</p>	<p>effectiveness of the Accelerated Reader program to inform practices. Teacher leadership team, student leadership team and school leadership team will plan and host Celebration of Scores for LCHS staff and students. School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers on latest technology equipment and software.</p>	<p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. Teacher leadership team, student leadership team, and school leadership team will plan and host Celebration of Scores for LCHS staff and students. School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers on latest technology equipment and software.</p>
November	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument. Teachers will continue a book analysis of “Total Participation Techniques (TPT)” during PLCs and faculty meetings. The guidance counselor and a military representative will administer the ASVAB Assessment for students in grade 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (ASVAB and CCR). Teacher leaders will plan and submit a monthly PLC calendar. Teachers will receive release time to conduct horizontal PLC's to address the needs of at-risk grade level students.</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument. Teachers will continue a book analysis of “Total Participation Techniques (TPT)” during PLCs and faculty meetings. The guidance counselor and a military representative will administer the ASVAB Assessment for students in grade 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (ASVAB and CCR). Teacher leaders will plan and submit a monthly PLC calendar. Teachers will receive release time to conduct horizontal PLC's to address the needs of at-risk grade level students.</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument. Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings. The guidance counselor and a military representative will administer the ASVAB Assessment for students in grade 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (ASVAB and CCR). Teacher leaders will plan and submit a monthly PLC calendar. Teachers will receive release time to conduct horizontal</p>

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	The principal and school leadership will plan events open to the public to showcase SIG initiatives.	The principal and school leadership will plan events open to the public to showcase SIG initiatives.	PLC's to address the needs of at-risk grade level students. The principal and school leadership will plan events open to the public to showcase SIG initiatives.
December	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for dual credit courses.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.</p> <p>School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p> <p>Math and special education teachers will have release days with substitutes in order to participate in</p>	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for dual credit courses.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.</p> <p>School leadership team will meet with members of the Student Leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p> <p>Math and special education teachers will have release days with substitutes in order to participate in</p>	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for dual credit courses.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.</p> <p>School leadership team will meet with members of the Student Leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p> <p>Math and special education teachers will have release days with substitutes in order to participate in curriculum,</p>

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	curriculum, instruction, and assessment design based on the Boyle County Co-Teaching Model during STAR testing week (co-teaching planning).	curriculum, instruction, and assessment design based on the Boyle County Co-Teaching Model during STAR testing week (co-teaching planning).	instruction, and assessment design based on the Boyle County Co-Teaching Model during STAR testing week (co-teaching planning).
January	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>WKEC staff and West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, classroom management, practical applications and effective co-teaching.</p> <p>Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings.</p> <p>The Instructional Coach will administer the CERT Assessment for students in grades 9 through 11.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will conduct horizontal PLC's to address the needs of at-risk grade level students on designated Growth Day.</p> <p>Instructional Coach, ERS staff, and CTE teachers will proactively plan and implement interventions to</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>WKEC staff and West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, classroom management, practical applications and effective co-teaching.</p> <p>Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings.</p> <p>Technology Coach/School Liaison will administer the CERT Assessment for students in grades 9 through 11.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will conduct horizontal PLC's to address the needs of at-risk grade level students on designated Growth Day.</p> <p>Instructional Coach, ERS staff, and CTE teachers will proactively plan and</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The coach will monitor classrooms periodically as well as provide feedback and support in engagement strategies, practical applications and effective co-teaching.</p> <p>Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings.</p> <p>Technology Coach/School Liaison will administer the CERT Assessment for students in grades 9 through 11.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will conduct horizontal PLC's to address the needs of at-risk grade level students on designated Growth Day.</p> <p>Instructional coach, ERS</p>

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	<p>increase the percentage of students who are Career Ready on designated Growth Day.</p> <p>The guidance counselor and Instructional Coach will work with the Project Pass coordinator to review/revise ACT prep opportunities for students.</p> <p>Teacher leadership team and school leadership team will plan and host a pep rally for LCHS staff and students. School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers on latest technology equipment and software. ELA and special education teachers will have release days with substitutes in order to participate in curriculum, instruction, and assessment design based on incorporating effective co-teaching models such as parallel and skills group teaching during CERT testing week (co-teaching planning).</p> <p>Instructional Coach will develop a plan to incorporate job shadowing as part of senior year expectations. Instructional Coach will assist each senior with creating a plan to job shadow at least two career pathways of interest during their 12th grade year. The team will monitor each student’s progress to fulfilling this expectation. Instructional Coach will assist teachers with planning and coordinating community-based fieldtrips and guest speakers to</p>	<p>implement interventions to increase the percentage of students who are Career Ready on designated Growth Day.</p> <p>The guidance counselor and Instructional Coach will work with the Project Pass coordinator to review/revise College Placement Exam prep opportunities for students.</p> <p>Teacher leadership team, student leadership team and school leadership team will plan and host a pep rally for LCHS staff and students. School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Technology Coach/School Liaison and Instructional Coach will provide training for teachers on latest technology equipment and software. ELA and special education teachers will have release days with substitutes in order to participate in curriculum, instruction, and assessment design based on incorporating effective co-teaching models such as parallel, skills group and station teaching during CERT testing week (co-teaching planning).</p> <p>Instructional Coach and Technology Coach/School Liaison will review and revise the plan to incorporate job shadowing as part of senior year expectations. Instructional Coach and Technology Coach/School Liaison will assist each senior with creating a plan to job shadow at least two career pathways of interest during their 12th grade year.</p>	<p>staff and CTE teachers will proactively plan and implement interventions to increase the percentage of students who are Career Ready on designated Growth Day.</p> <p>The guidance counselor and Instructional Coach will work with the Project Pass coordinator to review/revise College Placement Exam prep opportunities for students.</p> <p>Teacher leadership team, student leadership team and school leadership team will plan and host a pep rally for LCHS staff and students. School leadership team will meet with members of the student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Technology Coach/School Liaison and Instructional Coach will provide training for teachers on latest technology equipment and software. ELA and special education teachers will have release days with substitutes in order to participate in curriculum, instruction, and assessment design based on incorporating effective co-teaching models such as parallel, skills group and station teaching during CERT testing week (co-teaching planning).</p> <p>Instructional coach and Technology Coach/School Liaison will review and revise the plan to incorporate job shadowing as part of senior year expectations. Instructional Coach and Technology Coach/School Liaison will assist each senior with creating a plan to job shadow at least two career pathways of interest</p>
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	<p>enhance real world experiences and to provide hands-on instruction. Instructional Coach will assist teachers with planning and coordinating project based-learning activities to promote 21st century skills.</p>	<p>The team will monitor each student's progress to fulfilling this expectation. Instructional Coach will assist teachers with planning and coordinating community-based fieldtrips and guest speakers to enhance real world experiences and to provide hands-on instruction. Instructional Coach will assist teachers with planning and coordinating project based-learning activities to promote 21st century skills.</p>	<p>during their 12th grade year. The team will monitor each student's progress to fulfilling this expectation. Instructional Coach will assist teachers with planning and coordinating community-based fieldtrips and guest speakers to enhance real world experiences and to provide hands-on instruction. Instructional Coach will assist teachers with planning and coordinating project based-learning activities to promote 21st century skills.</p>
February	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument. Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings. The guidance counselor, Instructional Coach and Project Pass Coordinator will develop after school and Saturday ACT Prep opportunities for students. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CCR). Teacher leaders will plan and submit a monthly PLC calendar. School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument. Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings. The guidance counselor, Instructional Coach and Project Pass Coordinator will develop after school and Saturday College Placement Exam Prep opportunities for students. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CCR). Teacher leaders will plan and submit a monthly PLC calendar. School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument. Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings. The guidance counselor, Instructional Coach and Project Pass Coordinator will develop after school and Saturday College Placement Exam Prep opportunities for students. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CCR). Teacher leaders will plan and submit a monthly PLC calendar. School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p>

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March	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>WKEC staff and West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, classroom management, practical applications and effective co-teaching.</p> <p>Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for AP courses.</p> <p>School leadership and ERS staff will analyze and triangulate data for student placement for 2018-2019.</p> <p>CTE and arts and humanities departments will plan and present information related to the new and expanded career pathways to current students as well as the incoming freshman.</p> <p>The principal, CTE teachers, and guidance counselor will schedule students for career pathways to expand on current programs fostering project-based learning activities.</p> <p>The guidance counselor, principal, superintendent and ERS staff will work together to design the master schedule for 2018-2019.</p> <p>Instructional Coach will</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>WKEC staff and West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, classroom management, practical applications and effective co-teaching.</p> <p>Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for AP courses.</p> <p>School leadership and ERS staff will analyze and triangulate data for student placement for 2019-2020.</p> <p>CTE and arts and humanities departments will plan and present information related to expanded career pathways to current students as well as the incoming freshman.</p> <p>The guidance counselor, principal, superintendent and ERS staff will work together to design the master schedule for 2019-2020.</p> <p>Instructional Coach will administer the KOSSA Assessment for students who have met the required classes for their career pathway.</p> <p>School leadership will recognize students for good behavior (Cardinal of the</p>	<p>School leadership, Instructional Coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough instrument.</p> <p>West Kentucky Novice Reduction Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms periodically as well as provide feedback and support in engagement strategies, practical applications and effective co-teaching.</p> <p>Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings.</p> <p>Guidance Counselor will provide students with the opportunity to have fees paid for AP courses.</p> <p>School leadership will analyze and triangulate data for student placement for 2020-2021.</p> <p>CTE and arts and humanities departments will plan and present information related to new and expanded career pathways to current students as well as the incoming freshman.</p> <p>The principal, CTE teachers, and guidance counselor will schedule students for new career pathways.</p> <p>The guidance counselor and principal, will design the master schedule for 2020-2021.</p> <p>Instructional Coach will administer the KOSSA Assessment for students who have met the required</p>
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	<p>administer the KOSSA Assessment for students who have met the required classes for their career pathway.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (KOSSA and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.</p> <p>Teachers will receive release time to conduct horizontal PLC's to address the needs of at-risk grade level students.</p> <p>The guidance counselor and Instructional Coach will assess the sophomore and junior classes with the ACT assessment.</p> <p>The Program Review Committee will assist teachers with implementation of school-wide Program Review process.</p> <p>School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p>	<p>Month and Student of the Month), attendance and academics (KOSSA and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.</p> <p>Teachers will receive release time to conduct horizontal PLC's to address the needs of at-risk grade level students.</p> <p>The guidance counselor and Instructional Coach will assess the sophomore and junior classes with the College Placement Exam assessment.</p> <p>The Program Review Committee will assist teachers with implementation of school-wide Program Review process.</p> <p>School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p>	<p>classes for their career pathway.</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (KOSSA and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.</p> <p>Teachers will receive release time to conduct horizontal PLC's to address the needs of at-risk grade level students.</p> <p>The guidance counselor and Instructional Coach will assess the sophomore and junior classes with the College Placement Exam assessment.</p> <p>The Program Review Committee will assist teachers with implementation of school-wide Program Review process.</p> <p>School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p>
April	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough</p>	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough</p>	<p>School leadership, Instructional coach, and ERS staff will monitor use of engagement strategies, rigorous instruction, and formative assessments by the use of the school developed walkthrough</p>

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<p>instrument. Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings. The PD committee will plan summer PD with stakeholder input based on student and teacher needs. The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR). Teacher leaders will plan and submit a monthly PLC calendar. The Program Review Committee will document and upload school-wide Program Review data/information for LCHS. The guidance counselor and Instructional Coach will evaluate the effectiveness of the after school and Saturday ACT Prep opportunities based on ACT scores of participants. The guidance counselor and Project Pass Coordinator will plan for credit recovery opportunities for students through summer school. Teacher leadership team and school leadership team will plan and host a kick off for testing for LCHS staff and students. School leadership team will meet with members of the student leadership team to host "snack and chat" sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers</p>	<p>instrument. Teachers will continue a book analysis of "Total Participation Techniques (TPT)" during PLCs and faculty meetings. The PD committee will plan summer PD with stakeholder input based on student and teacher needs. The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR). Guidance Counselor will provide students with the opportunity to have fees paid for AP courses. Teacher leaders will plan and submit a monthly PLC calendar. The Program Review Committee will document and upload school-wide Program Review data/information for LCHS. The guidance counselor and Instructional Coach will evaluate the effectiveness of the after school and Saturday College Placement Exam Prep opportunities based on scores of participants. The guidance counselor and Project Pass Coordinator will plan for credit recovery opportunities for students through summer school. Teacher leadership team, student leadership team, and school leadership team will plan and host a kick off for testing for LCHS staff and students. School leadership team will meet with members of the</p>	<p>instrument. Teachers will continue to share and present best instructional practices from a variety of sources (Total Participation Techniques, Learning 360 Framework) during PLCs and faculty meetings. The PD committee will plan summer PD with stakeholder input based on student and teacher needs. The Instructional Coach and math teachers will administer the STAR Math Assessment for students in grades 9 through 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (STAR and CCR). Teacher leaders will plan and submit a monthly PLC calendar. The Program Review Committee will document and upload school-wide Program Review data/information for LCHS. The guidance counselor and Instructional Coach will evaluate the effectiveness of the after school and Saturday College Placement Exam Prep opportunities based on scores of participants. The guidance counselor and Project Pass Coordinator will plan for credit recovery opportunities for students through summer school. Teacher leadership team, student leadership team, and school leadership team will plan and host a kick off for testing for LCHS staff and students. School leadership team will meet with members of the student leadership team to</p>
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	on latest technology equipment and software.	student leadership team to host “snack and chat” sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers on latest technology equipment and software.	host “snack and chat” sessions to incorporate student voice at LCHS. Instructional Coach will provide training for teachers on latest technology equipment and software.
May	<p>School leadership will involve students in the development of school-wide behavior plan for 2018-2019. The instructional Coach will administer the CERT Assessment for students in grades 9 through 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>The guidance counselor, Project Pass Coordinator and Instructional coach will develop and host an ACT Prep Camp for students. Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. Teachers, Instructional Coach, and ERS staff will analyze End of Course Exam results in PLCs. Teachers, school leadership, ERS staff, and Rtl Coordinator will evaluate the effectiveness of APEX, Catchup Math, Reading Plus and Academic Time (CCR). Math teachers, school leadership, ERS staff, and DOS will evaluate the effectiveness of the Boyle County Co-Teaching hybrid Model. The Program Review Committee will evaluate the effectiveness of the Program</p>	<p>School leadership will involve students in the development of school-wide behavior plan for 2019-2020. The instructional Coach will administer the CERT Assessment for students in grades 9 through 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>The guidance counselor, Project Pass Coordinator and instructional coach will develop and host a College Placement Exam Prep Camp for students. Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. Teachers, Instructional Coach, and ERS staff will analyze End of Course Exam results in PLCs. Teachers, school leadership, ERS staff, and Rtl Coordinator will evaluate the effectiveness of APEX, Catchup Math, Reading Plus and Academic Time (CCR). Math teachers, school leadership, ERS staff, and DOS will evaluate the effectiveness of the Boyle County Co-Teaching hybrid Model. The Program Review Committee will evaluate the</p>	<p>School leadership will involve students in the development of school-wide behavior plan for 2020-2021. The instructional Coach will administer the CERT Assessment for students in grades 9 through 11. School leadership will recognize students for good behavior (Cardinal of the Month and Student of the Month), attendance and academics (CERT and CCR).</p> <p>Teacher leaders will plan and submit a monthly PLC calendar.</p> <p>The guidance counselor, Project Pass Coordinator and instructional coach will develop and host a College Placement Exam Prep Camp for students. Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. Teachers, Instructional Coach, and ERS staff will analyze End of Course Exam results in PLCs. Teachers, school leadership, ERS staff, and Rtl Coordinator will evaluate the effectiveness of APEX, Catchup Math, Reading Plus and Academic Time (CCR). Math teachers, school leadership, ERS staff, and DOS will evaluate the effectiveness of the Boyle County Co-Teaching hybrid Model. The Program Review Committee will evaluate the</p>

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	<p>Review process and data collected.</p> <p>School leadership team will host their end-of-the-year meeting with the student leadership team by rewarding participants with a “thank you meal” at a local restaurant.</p> <p>School leadership team will evaluate the effectiveness of the student leadership team and teacher leadership team.</p> <p>The Principal and school leadership will plan events open to the public to showcase SIG initiatives.</p> <p>Instructional Coach will reflect and evaluate the effectiveness of the job shadowing initiative.</p> <p>DOS, FMD special education teacher, guidance counselor and principal will evaluate the effectiveness of the Peer Tutoring program.</p>	<p>effectiveness of the Program</p> <p>Review process and data collected.</p> <p>School leadership team will host their end-of-the-year meeting with the student leadership team by rewarding participants with a “thank you meal” at a local restaurant.</p> <p>School leadership team will evaluate the effectiveness of the student leadership team and teacher leadership team.</p> <p>School leadership will plan events open to the public to showcase SIG initiatives.</p> <p>Instructional Coach will reflect and evaluate the effectiveness of the job shadowing initiative.</p> <p>DOS, FMD special education teacher, guidance counselor and principal will evaluate the effectiveness of the Peer Tutoring program.</p>	<p>effectiveness of the Program</p> <p>Review process and data collected.</p> <p>School Leadership team will host their end-of-the-year meeting with the student leadership team by rewarding participants with a “thank you meal” at a local restaurant.</p> <p>School leadership team will evaluate the effectiveness of the student leadership team and teacher leadership team.</p> <p>School leadership will plan events open to the public to showcase SIG initiatives.</p> <p>Instructional Coach will reflect and evaluate the effectiveness of the job shadowing initiative.</p> <p>DOS, FMD special education teacher, guidance counselor and principal will evaluate the effectiveness of the Peer Tutoring program.</p>
June	<p>The guidance counselor and Instructional Coach will ensure students who attended the prep camp participate in ACT testing and are provided transportation to the testing site.</p> <p>The guidance counselor will evaluate the effectiveness of the credit recovery opportunities for students through summer school.</p> <p>Teachers will receive appropriate training to teach AP courses.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p>	<p>The guidance counselor and Instructional Coach will ensure students who attended the prep camp participate in College Placement Exam testing and are provided transportation to the testing site.</p> <p>The guidance counselor will evaluate the effectiveness of the credit recovery opportunities for students through summer school.</p> <p>Teachers will receive appropriate training to teach AP courses.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p>	<p>The guidance counselor and Instructional Coach will ensure students who attended the prep camp participate in College Placement Exam testing and are provided transportation to the testing site.</p> <p>The guidance counselor will evaluate the effectiveness of the credit recovery opportunities for students through summer school.</p> <p>Teachers will receive appropriate training to teach AP courses.</p> <p>The principal will share SIG progress narratives with the superintendent, Livingston County Board of Education, SBDM, and school community.</p>

Annual Goals

Please Note: You may only type in the gray areas.

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Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
SMART Goals		2017-2018	2018-2019	2019-2020
Literacy Goals Baseline: English - 34% meeting Benchmark Baseline data for proficiency is based on 15 or higher scale score in English and 18 or high scale score in reading. Current goal setting is based on 2016 Fall CERT results for Reading and English. Baseline and goal setting data will be updated based on the spring 2017 CERT assessment. Baseline: Reading – 17.3% Baseline: English – 59.2% Baseline: Reading – 42.9%	9 th	By June 2018, 56% of freshmen will achieve at a benchmark level in <i>English</i> on the Cert assessment as determined by cut scores associated with state and national assessments. By June 2018, 46% of freshmen will achieve at a benchmark level in <i>reading usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By June 2019, 78% of freshmen will achieve at a benchmark level in <i>English</i> on the CERT assessment as determined by cut scores associated with state and national assessments. By June 2019, 73% of freshmen will achieve at a benchmark level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By June 2020, 100% of freshmen will achieve at a benchmark level in <i>English</i> on the CERT assessment as determined by cut scores associated with state and national assessments. By June 2020, 100% of freshmen will achieve at a benchmark level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.
	10 th	By June 2018, 73% of sophomores will achieve at a benchmark level in <i>English</i> on the Cert assessment as determined by cut scores associated with state and national assessments. By June 2018, 62% of sophomores will	By June 2019, 86% of sophomores will achieve at a benchmark level in <i>English</i> on the Cert assessment as determined by cut scores associated with state and national assessments. By June 2019, 81% of sophomores will	By June 2020, 100% of sophomores will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. By June 2020, 100% of sophomores will achieve at a benchmark level in

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Baseline: English – 27.8% Baseline data for proficiency is based on 18 or higher scale score in English and 20 or high scale score in reading. Current goal setting is based on 2016 Fall CERT results for Reading and English. Baseline and goal setting data will be updated based on the spring 2017 CERT assessment. Baseline: Reading – 23.6%		achieve at a benchmark level in <i>reading</i> on the Cert assessment as determined by cut scores associated with state and national assessments	achieve at a benchmark level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments	<i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.
	11 th	By June 2018, 52% of juniors will achieve at a benchmark level in <i>English</i> on the Cert assessment as determined by cut scores associated with state and national assessments. By June 2018, 49% of juniors will achieve at a benchmark level in <i>reading</i> on the Cert assessment as determined by cut scores associated with state and national assessments	By June 2019, 86% of juniors will achieve at a benchmark level in <i>English</i> on the Cert assessment as determined by cut scores associated with state and national assessments. By June 2019, 75% of juniors will achieve at a benchmark level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments	By June 2020, 100% of juniors will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. By June 2020, 100% of juniors will achieve at a benchmark level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.
Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject area of mathematics within the three-year cycle of SIG funding.				
SMART Goals		2017-2018	2018-2019	2019-2020
Math Goals Baseline: 0% Baseline data for proficiency is based on 19 or higher scale score in mathematics. Current goal setting is based on 2016 Fall CERT results for mathematics. Baseline and goal setting data will be updated based on the spring 2017 CERT assessment. Baseline: 9.2%	9 th	By June 2018, 34% of freshmen will achieve at a benchmark level in <i>mathematics</i> on the Cert assessment as determined by cut scores associated with state and national assessments.	By June 2019, 67% of freshmen will achieve at a benchmark level in <i>mathematics</i> on the Cert assessment as determined by cut scores associated with state and national assessments.	By June 2020, 100% of freshmen will achieve at a benchmark level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments.
	10 th	By June 2018, 40% of sophomores will achieve at a benchmark level in <i>mathematics</i> on	By June 2019, 70% of sophomores will achieve at a benchmark level in <i>mathematics</i> on	By June 2020, 100% of sophomores will achieve at a benchmark level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated

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Baseline: 11.1%		the Cert assessment as determined by cut scores associated with state and national assessments.	the Cert assessment as determined by cut scores associated with state and national assessments.	with state and national assessments.
	11 th	By June 2018, 41% of juniors will achieve at a benchmark level in <i>mathematics</i> on the Cert assessment as determined by cut scores associated with state and national assessments..	By June 2019, 71% of juniors will achieve at a benchmark level in <i>mathematics</i> on the Cert assessment as determined by cut scores associated with state and national assessments.	By June 2020, 100% of juniors will achieve at a benchmark level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding. The 2017-2018 state delivery target for College and Career Readiness is 75%.				
SMART Goals		2017-2018	2018-2019	2019-2020
Literacy Goals Baseline: Reading – 47% Baseline data for proficiency is determined by cut score benchmarks on the ACT and/or COMPASS assessments. Current goal setting is based on fall 2016 ACT and /or COMPASS results for reading and English as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2017 CCR data with individualized reading and English benchmark scores noted on ACT, COMPASS and/or KYOTE assessments. Baseline: English – 49%	12 th	By June 2018, 65% of seniors will achieve at a proficient level in <i>reading</i> on the ACT assessments as determined by cut scores associated with state and national assessments.	By June 2019, 83% of seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessments as determined by cut scores associated with state and national assessments.	By June 2020, 100% of seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessments as determined by cut scores associated with state and national assessments.
		By June 2018, 64% of seniors will achieve at a proficient level in <i>English</i> on the ACT assessments as determined by cut scores associated with	By June 2019, 82% of seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam	By June 2020, 100% of seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessments as determined by cut scores associated with state and national assessments.

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		state and national assessments.	assessments as determined by cut scores associated with state and national assessments.	
Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject area of mathematics within the three-year cycle of SIG funding. The 2017-2018 state delivery target for College and Career Readiness is 75%.				
SMART Goals		2017-2018	2018-2019	2019-2020
Math Goals Baseline: 30% Baseline data for proficiency is determined by cut score benchmarks on the ACT, and/or COMPASS assessments. Current goal setting is based on fall 2016 ACT and/or COMPASS results for math as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2017 CCR data with individualized benchmark scores noted on ACT, COMPASS and/or KYOTE assessments.	12 th	By June 2018, 54% of seniors will achieve at a proficient level in <i>mathematics</i> on the ACT assessments as determined by cut scores associated with state and national assessments.	By June 2019, 77% of seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessments as determined by cut scores associated with state and national assessments.	By June 2020, 100% of seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessments as determined by cut scores associated with state and national assessments.

Literacy Specific Root Causes	How Addressed in Grant
The 2015-2016 School Report Card indicates the following regarding accountability in achievement: <ul style="list-style-type: none"> 37.8% of all students scored below proficient in reading. 46.5% of free/reduced-price eligible students scored below proficient in reading. 45.5% of gap group (non-duplicated) scored below proficient in reading. 	ERS CERT Reading Plus Instructional Resources - Upfront magazines Instructional Coach WKSEC Tutoring/Mentoring CCLC 21 st Century Grant - Project PASS Academic Time (CCR) Accelerated Reader Co-Teaching models (parallel and skills group)
The following English II End-of-Course percentages signify the percentage of students in these subgroups not performing at proficient levels: <ul style="list-style-type: none"> 41.8% of all students 51.1% of free/reduced lunch eligible students 	ERS CERT Reading Plus Instructional resources - Upfront magazines Instructional Coach WKSEC

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<ul style="list-style-type: none"> 50.0% of students in the gap group (non-duplicated) 	Tutoring/Mentoring CCLC 21 st Century Grant – Project Pass Academic Time (CCR) Accelerated Reader Co-Teaching models (parallel and skills group)
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Math Specific Root Causes	How Addressed in Grant
<p>The 2015-2016 School Report Card indicates the following regarding accountability in achievement:</p> <ul style="list-style-type: none"> 64.6% of all students scored below proficient in math. 78.4% of free/reduced-price eligible students scored below proficient in math. 77.2% of gap group (non-duplicated) scored below proficient in math. 	ERS CERT Renaissance Learning - STAR Math Catchup Math Program Tutoring/Mentoring Instructional Coach WKSEC Co-Teaching model (station teaching) Additional math staff for intervention purposes - Boyle County Co-Teaching model (station teaching) Academic Time (CCR) CCLC 21 st Century Grant – Project Pass
<p>The Algebra II End-of-Course percentages indicate that LCHS students in all reportable subgroups are performing below the state. The following percentages signify the percentage of students in these subgroups not performing at proficient levels:</p> <ul style="list-style-type: none"> 67.1% of all students 80.0% of free/reduced lunch eligible students 79.1% of gap group (non-duplicated) 	ERS CERT Renaissance Learning - STAR Math Catchup Math Program Tutoring/Mentoring Instructional Coach WKSEC Co-Teaching model (station teaching) Additional math staff for intervention purposes - Boyle County Co-Teaching model (station teaching) Academic Time (CCR) CCLC 21 st Century Grant – Project Pass

Other Academic Root Causes	How Addressed in Grant
<p>According to 2013 and 2014 EXPLORE benchmark results, data showed a decline in scores: English – 62.5% to 58.0% (below the state average) Reading – 39.6% to 41.0% Mathematics – 29.5% to 19% (below the state average) According to 2014 PLAN data, only 39.5% of LCHS sophomores met benchmark in reading (below state average of 43.7%) and 25.0% met benchmark in mathematics (below state average of 25.6%).</p> <p>According to 2015 - 2016 ACT data, 47.9% of LCHS juniors met benchmark in English (below the state average of 54.3%), 50.7% met benchmark in reading and 24.7% met benchmark in mathematics (below the state average of 39.7%).</p>	ERS Academic Time (CCR) PLCs/PD School Visit ACT Conferences ACT Prep./Boot Camp CCLC 21 st Century Grant – Project Pass Co-Teaching models (station, parallel, skills group) Additional math staff for intervention purposes - Boyle County Co-Teaching model (station teaching) Academic Time (CCR) Instructional Coach
<p>Assessment data does not guide instruction. Item analysis is not used with fidelity to identify individual student needs or analyzed critically to reveal curriculum gaps.</p>	ERS Instructional Coach Technology Coach/School Liaison Academic Time (CCR) PLCs Professional Learning

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Leadership Audit Data/Root Causes	How Addressed in Grant
<p>Curriculum: The principal has a limited process in place to ensure teachers are provided support in reviewing, evaluating, revising and implementing curriculum in order to address student gaps.</p> <p>SCHOOL IMPROVEMENT PRIORITY Indicator: 3.2 Action Statement: Ensure that challenging and equitable curriculum is delivered to all students in all content areas by monitoring curriculum, instruction and assessment through examining professional practice by providing specific feedback to teachers after scheduled walkthrough visits.</p>	<p>ERS Instructional Coach PLCs (horizontal and vertical) Guided Planning Professional Learning District content specific PLCs (Math and ELA)</p>
<p>Assessment: The principal should ensure classroom assessments are analyzed for curricular alignment/rigor and should provide timely feedback in regards to the assessments.</p> <p>SCHOOL IMPROVEMENT PRIORITY Indicator: 3.2 Action Statement: Ensure that challenging and equitable curriculum is delivered to all students in all content areas by monitoring curriculum, instruction and assessment through examining professional practice by providing specific feedback to teachers after scheduled walkthrough visits.</p> <p>SCHOOL IMPROVEMENT PRIORITY Indicator: 3.5 Action Statement: Improve instruction and student learning through collaborative professional learning communities by analyzing assessment data for instructional change and to develop a system for interventions. Develop a formal process that encourages cross content collaboration to occur that results in discussions of action research, study teams and peer coaching.</p>	<p>PLCs (horizontal and vertical) Guided Planning ERS Instructional Coach GradeCam (Technology/Progress Monitoring) Professional Learning District content specific PLCs (Math and ELA) CERT STAR Math</p>
<p>Instruction: Principal should ensure effective delivery of varied instructional strategies (e.g. high-level questioning, cooperative small groups, inquiry-based learning) by teaching staff to make sure instruction is student centered, rigorous, and addressing individual student needs. Principal needs to monitor instructional practices to ensure accountability of all staff members. Principal should ensure technology is used to enhance student learning experiences.</p> <p>SCHOOL IMPROVEMENT PRIORITY Indicator: 3.2 Action Statement: Ensure that challenging and equitable curriculum is</p>	<p>PLCs (horizontal and vertical) Guided Planning ERS Instructional Coach Technology Updates and equipment STEM - Lab Materials/Supplies National Math and Science Initiatives - Lab Materials/Supplies Professional Learning National Conferences/local conferences/Networks Total Participation Techniques book analysis and PD Flexible Scheduling (Rtl) National Board Certification Incentive Instructional Resources</p>

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<p>delivered to all students in all content areas by monitoring curriculum, instruction and assessment through examining professional practice by providing specific feedback to teachers after scheduled walkthrough visits.</p> <p>SCHOOL IMPROVEMENT PRIORITY</p> <p>Indicator: 3.3</p> <p>Action Statement:</p> <p>Personalize instructional practices and interventions through a variety of engaging high-yield instructional strategies that ensure achievement of learning expectations. Classroom activities should include multiple opportunities for student collaboration, self-reflection and development of critical thinking skills.</p> <p>SCHOOL IMPROVEMENT PRIORITY</p> <p>Indicator: 3.5</p> <p>Action Statement:</p> <p>Improve instruction and student learning through collaborative professional learning communities by analyzing assessment data for instructional change and to develop a system for interventions. Develop a formal process that encourages cross content collaboration to occur that results in discussions of action research, study teams and peer coaching.</p> <p>SCHOOL IMPROVEMENT PRIORITY</p> <p>Indicator: 3.6</p> <p>Action Statement:</p> <p>Develop, implement and monitor a schoolwide instructional process that will ensure students are clearly and consistently informed about learning expectations, have access to exemplars of high quality work and that teachers formatively assess learning to change classroom instruction.</p>	Math Interventionist
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Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2017-2018 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>Quarterly Literacy Goals 9th, 10th, 11th Baseline: 28% (Reading) Baseline data for proficiency is based on 18 or high scale score in reading for 9th and 10th grades and 20 or high scale score in reading for 11th grades. Current goal setting is based on 2016 Fall</p>	<p>By the end of the first quarter, at least 36% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with</p>	<p>By the end of the second quarter, at least 44%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with</p>	<p>By the end of the third quarter, at least 44%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with</p>	<p>By the end of the fourth quarter, at least 52% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC</p>

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CERT results for Reading. Baseline and goal setting data will be updated based on the spring 2017 CERT assessment.	state and national assessments.	state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	state and national assessments.	(10 th) and ACT (11 th).
Baseline: 40% (English) Baseline data for proficiency is based on 15 or high scale score in English for 9 th and 10 th grades and 18 or high scale score in reading for 11 th grades. Current goal setting is based on 2016 Fall CERT results for English. Baseline and goal setting data will be updated based on the spring 2017 CERT assessment.	By the end of the first quarter, at least 47% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 54%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 54%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 60% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (10 th) and ACT (11 th).

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
2017-2018 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 9th,10th,11th Baseline: 7% Baseline data for proficiency is based on 19 or higher scale score in mathematics for grades 9 th through 11 th . Current goal setting is based on 2016 Fall CERT results for mathematics. Baseline and goal setting data will be	By the end of the first quarter, at least 18% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and	By the end of the second quarter, at least 28%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and	By the end of the third quarter, at least 28%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and	By the end of the fourth quarter, at least 38% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for EOC (11 th) and ACT (11 th).

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updated based on the spring 2017 CERT assessment.	national assessments.	national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	national assessments.	
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding. The 2017-2018 state delivery target for College and Career Readiness is a goal of 75%.				
2017-2018 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 12 th Reading Baseline: 47% Baseline data for proficiency is determined by cut score benchmarks on the ACT and/or COMPASS assessments. Current goal setting is based on fall 2016 ACT and /or COMPASS results for reading as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2017 CCR data with individualized reading benchmark scores noted on ACT, COMPASS and/or KYOTE assessments.	By the end of the first quarter, at least 52% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 57% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 61% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 65% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT assessment as determined by cut scores associated with state and national assessments.
English Baseline: 49% Baseline data for proficiency is determined by cut score benchmarks on the ACT and/or COMPASS assessments. Current goal setting is based on fall 2016 ACT and /or COMPASS results for English as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2017 CCR data with individualized English benchmark scores	By the end of the first quarter, at least 53% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 57% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 61% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 64% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT assessment as determined by cut scores associated with state and national assessments.

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noted on ACT, COMPASS and/or KYOTE assessments.				
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding. The 2017-2018 state delivery target for College and Career Readiness is 75%.				
2017-2018 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 12th Baseline: 30% Baseline data for proficiency is determined by cut score benchmarks on the ACT, and/or COMPASS assessments. Current goal setting is based on fall 2016 ACT and/or COMPASS results for math as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2017 CCR data with individualized math benchmark scores noted on ACT, COMPASS and/or KYOTE assessments.	By the end of the first quarter, at least 36% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 42% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 48% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 54% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT assessment as determined by cut scores associated with state and national assessments.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2018-2019 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 9th, 10th, 11th	By the end of the first quarter, at least 66% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 71%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. <i>* Due to the CERT assessment being given three times a</i>	By the end of the third quarter, at least 71%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 76% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (10 th) and College Placement Exam (11 th).

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		year rather than four, second and third quarter goals will be the same.		
	By the end of the first quarter, at least 62% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 71%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 71%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 80% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (10 th) and College Placement Exam (11 th).

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
2018-2019 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 9 th ,10 th ,11 th	By the end of the first quarter, at least 49% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 59%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and	By the end of the third quarter, at least 59%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 69% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (11 th) and College Placement Exam (11 th).

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		third quarter goals will be the same.		
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2018-2019 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 12 th	By the end of the first quarter, at least 70% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 75% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 79% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 83% of LCHS seniors will achieve at a proficient level in <i>reading</i> on College Placement exam assessment as determined by cut scores associated with state and national assessments.
	By the end of the first quarter, at least 69% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 74% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 78% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 82% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.

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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
2018-2019 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 12 th	By the end of the first quarter, at least 60% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 66% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 72% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 77% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2019-2020 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 9 th , 10 th , 11 th	By the end of the first quarter, at least 84% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 92%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 92%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (10 th) and College Placement Exam (11 th).
	By the end of the first quarter, at least 87% of LCHS students in each grade level will achieve at a	By the end of the second quarter, at least 94%* of LCHS students in each grade level will achieve at a	By the end of the third quarter, at least 94%* of LCHS students in each grade level will achieve at a	By the end of the fourth quarter, 100% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the CERT assessment as

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	proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	proficient level in <i>language usage</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (10 th) and College Placement Exam (11 th).
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.

2019-2020 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 9 th , 10 th , 11 th	By the end of the first quarter, at least 80% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 90%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments. * Due to the CERT assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 90%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the CERT assessment as determined by cut scores associated with state and national assessments. CERT success will be reflected in yearly improvement goals for EOC (11 th) and College Placement Exam (11 th).

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.

2019-2020 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals	By the end of the first quarter, at least 88% of LCHS	By the end of the second quarter, at least 92% of LCHS	By the end of the third quarter, at least 96% of LCHS	By the end of the fourth quarter, 100% of LCHS seniors will achieve at a

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12 th	seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	seniors will achieve at a proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	proficient level in <i>reading</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.
	By the end of the first quarter, at least 87% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 92% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 96% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS seniors will achieve at a proficient level in <i>English</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.

2019-2020 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 12 th	By the end of the first quarter, at least 83% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 89% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 95% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the College Placement Exam assessment as determined by cut scores associated with state and national assessments.

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

As outlined in our timeline, fidelity of implementation will be reviewed regularly. The district will address lack of progress pertaining to annual and quarterly SMART goals via the following steps:

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Weekly PLC's will address gaps by:

- Analyzing individual student data to find gaps and overlaps in curriculum and instruction.
- Analyzing data in effort to determine why progress toward goals is not being made.
- After CERT scores inform our baseline data, teachers and staff will analyze benchmark scores for individual students in each content area (three times per year). As CERT is correlated with College Placement Exam - ACT, the individual student score will indicate specific learning needs and curriculum targets. The Instructional Coach will lead the faculty and staff in analysis of data to determine next steps.

Weekly Leadership Team meetings will address:

- Progress toward meeting CCR goals.
- Analysis of effectiveness of interventions.

Principals, the instructional coach, and district administrators will:

- Conduct walkthroughs, interviews and informal perception surveys.
- Conduct embedded professional learning and follow-through pertaining to identified gaps and barriers to success.
- Initiate purposeful coaching, mentoring and modeling of lessons.

If progress continues to be impeded, the administration will go back to the research to review fidelity of initiatives from the beginning of implementation. If fidelity is intact, but progress continues to stall, the principal, with the Instructional Coach's support and input, will address corrective measures. Corrective measures include after school tutoring/mentoring via the 21st Century Community Learning Center afterschool program and/or targeted assistance provided during Academic Time. Also, where indicated, students will receive opportunities to extend and or expand their learning through advanced and honors courses.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding development of intervention model, identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.

A team that included the superintendent, principal, and education recovery specialists (ERS staff) chose to pursue the transformation model described in the school improvement grant for Livingston Central High School. This team reviewed data to

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determine root causes for present student achievement levels. This information became the focus for discussions regarding activities that needed to be included in the grant. Subsequent activities included research and evaluation regarding options in best practices and strategies designed to improve student achievement. Options were presented to the SBDM, Livingston County Board of Education, LCHS faculty/staff and the grant development team.

Meetings were scheduled at Livingston Central High School during teacher meetings to discuss the School Improvement Grant. Information was provided on the grant application process including purpose, plans, timelines, and technical assistance. Clarification was presented on needs assessment and data.

Surveys results were used to determine staff, student, and parent input on needs. Results were shared with the superintendent, school administrators and faculty. Additional needs assessment was then conducted and based on current achievement data. Using information gathered from all stakeholders, SIG proposed activities were designed to support instruction for students not performing at grade level. The identified needs were compiled and shared during leadership team meetings. The grant development team wrote this SIG application based on recommendations from all stakeholders. Upon completion and acceptance of the grant, it will be posted on the school's website.

The initiative outlined in the school improvement grant will be monitored on a quarterly basis each year. Student progress will be measured using the assessment system described in this application and Progress Notes will be completed on the improvement strategies listed in their comprehensive school improvement plan. Progress will be monitored by the teacher, the school leadership team (principal, assistant principal, guidance counselor, and instructional coach. Adjustments to the intervention strategies will be made based on the quarterly progress reports. The quarterly progress reports will be shared with the superintendent, SBDM, and school community.

The school leadership team will meet monthly during the 3 year grant cycle. The purpose of the meetings will be to determine progress regarding implementation of the improvement plan. SIG progress narratives will also be shared at SBDM and Livingston County BOE meetings on a quarterly basis.

Parents and community members will continue to be informed of SIG initiatives and implementation progress through various activities (e.g., home visits, open houses, social media –Twitter/Facebook, school webpage, and local newspaper).

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

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The district SIG team analyzed data from multiple sources (i.e., School Report Card, Leadership Assessment, TELL Survey, Gallop Poll, Walkthroughs, Leadership Team observations, etc.) to create an approach for school improvement. The main areas identified for improvement resources and strategies include:

- Literacy and Math Initiatives
- Instruction
- 21st Century Skills
- College and Career Readiness

Budgetary items outlined below address key issues. Funding is designated annually over a 3 year cycle to address long-term systematic change. Expenditures will be reviewed for effectiveness to determine if continued funding is necessary. Sustainability for improvement efforts will be addressed through the support of multiple state, federal and local funds.

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Budgeted items are only proposed amounts and subject to KDE final review and approval.

Year 1

Code	Related Budget Narrative	Amount Requested
110	<p>Certified Services: Math Interventionist (185 days)</p> <p>Comment/Justification: Math interventionist will co-teach in a mathematics classroom to support the implementation of the Boyle County Co-Teaching Method (station teaching). The math interventionist will also conduct learning labs to provide instruction for foundational skills to at risk students enrolled in the co-teaching mathematical environment.</p>	<p>\$54,550 Subtotal: \$54,550</p>
111	Extended Days	
112	Extra Duty	
113	<p>Other Certified: Instructional Coach (additional 15 days for DAC)</p> <p>Comment/Justification: The instructional coach will increase awareness of various post-secondary options for students by providing job shadowing opportunities, college visits and technical college visits. Instructional coach will work with all teachers in implementing researched best practices/instructional strategies and building capacity within the teaching staff. Instructional coach will encourage, guide and provide feedback through guided planning, PLCs, professional learning opportunities, technology support and walkthrough observations to all content teachers. Instructional coach will have extended days for planning and collaborating with school and district leadership and for monitoring and assisting with summer activities.</p>	<p>\$4,000 Subtotal: \$4,000.00</p>
120	<p>Certified Substitutes for: For Hub School Visits (once ea. semester, 15 subs x 2 semesters x \$100) Instruction Modeling Across Disciplines (5 subs x \$100 x 1 day) Networking (once ea. semester, 15 subs x 2 semesters x \$100) National and Local Conferences (Math, English, Social Studies, Science) Technology/Project Based Learning Conference State Conferences (KCTE, KRA, KCLM,CTE)</p> <p>Comment/Justification: Teachers will be able to visit a hub school or another success site visit to broaden stakeholder awareness of the successful practices that enhance academic achievement and then further implement those practices at LCHS. Exemplary teachers with instruction will work with teachers directly in their classrooms to model best practices and assist with engaging strategies.</p>	<p>\$3,000.00 \$500.00 \$3,000.00 \$5,000.00 \$2,000.00 \$3,000.00 Subtotal: \$16,500</p>

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	Teachers will be able to participate in content network meetings as well as national and local conferences in order to increase their level of expertise in using technology and in implimenting ELA and math standards into their curriculum. There will be an overall focus on improving instructional and assessment practices.	
130	Classified Salary: Bus Driver (community field trips) (5 days x 4 hrs. x \$25 hrly.) Comment/Justification: Transportation will be provided for students and teachers to explore real world content experiences through community based fieldtrips.	\$500.00 Subtotal: \$500
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance: Math Interventionist \$300.00	\$300.00
219	Other Group Insurance	
221	FICA(6.20% of salary):	
222	Medicare (1.45% of salary): Math Interventionist \$800.00	\$800.00
231	KTRS(15.35% of salary): Math Interventionist \$8,375.00 Instructional Coach \$625.00	\$9,000.00
232	CERS (18.89% of salary):	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	Unemployment Insurance: Math Interventionist \$200.00	\$200.00
253	KSBA Unemployment Insurance	
260	Worker's Comp. (0.90% of salary): Math Interventionist \$500.00	\$500.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Health Insurance: Math Interventionist \$7,850.00	\$7,850.00
295	State Life Ins.: Math Interventionist \$25.00	\$25.00
296	Adm. Fee: Math Interventionist \$100.00	\$100.00
297	Federally Funded Flexible Spending Benefits Math Interventionist \$2,100.00	\$2,100.00

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299	<p>Other Employee Benefits: National Board Certification (mentoring fee 2 x \$100, 25% of remaining cost of certification 2 x \$500) Teacher Leader Masters Program (grad. level courses 5 teachers x 12 credit hrs. x \$500)</p> <p>Comment/Justification:</p> <p>Teachers will be encouraged and supported in earning National Board Certification and/or earning graduate course credit in the Teacher Leader Masters Program at Murray State University.</p>	<p>\$1,200.00 \$30,000.00 Subtotal: \$31,200.00</p>
322	<p>Education Consultant: WKSEC \$0.00 Western KY Novice Reduction Coach \$0.00</p> <p>Comment/Justification:</p> <p>Consultants from WKSEC, who specialize in engagement and classroom management strategies, will provide professional learning for LCHS staff. The consultants will periodically provide follow-up work and observations throughout the school year in order to reinforce implementation of strategies.</p> <p>In an effort to reduce students scoring novice, Western Kentucky Novice Reduction Coach will provide Co-Teaching professional learning experiences for LCHS staff with a direct focus on effective models such as station, parallel, and skills group which in essence will assist in closing the achievement gap. Follow-up work and observations by the Novice Reduction Coach will take place periodically throughout the school year with specific feedback and coaching points.</p> <p>School leadership, instructional coach, and ERS staff will visit classrooms to perform fidelity checks and provide monitoring, feedback and support. The leadership team will foster professional growth in areas of need as identified by walkthrough observations. This team will utilize Total Participation Techniques and other research based instructional strategies to strengthen instructional practices and promote researched-based activities that foster active engagement.</p> <p>School leadership, instructional coach, and ERS staff will build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment <i>process</i>, as opposed to the use of formative assessment <i>activities</i>. Professional Learning Communities will expand from vertical, content area meetings to include horizontal, grade level meetings in order to address specific individual needs.</p> <p>The instructional coach will provide professional learning as needed with updated software, new technology support materials and project-based learning initiatives.</p>	<p>\$0.00</p>
335	<p>Professional Consultant: Project Based Learning Consultant \$5,000.00</p> <p>Comment/Justification:</p> <p>A project based learning consultant will provide professional learning</p>	<p>\$5,000.00</p>

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	on content driven activities. Project based learning initiatives will focus on complex tasks derived from challenging problems or questions. Students will involved in designing, problem-solving, inquiring, decision making, and/or investigative/discovery activities. Students will be given the opportunity to independently work over extended periods of time and culminate in realistic products or presentations. This extended student opportunity will foster cooperative learning and reflection. The development of rubrics and evaluative tools will be modeled and discussed by the consultant.	
338	<p>Registration Fees: Instructional Strategies for Gap Students w/ Materials \$1,000 AP Training \$1,000 National Conferences (Math, English, Social Studies, Science) \$2000 Technology Conference \$1,000 State Conference including Membership (KCTE, KRA, KCLM, CTE) \$2000 Content Area Annual Membership Dues \$1,000 Comment/Justification:</p> <p>Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide.State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students.</p> <p>Teachers will attend network meetings, national/state/local conferences, and administrators' meetings. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.</p>	<p>\$1,000.00 \$1,000.00 \$2,000.00 \$1,000.00 \$2,000.00 \$1,000.00 Subtotal: \$8,000.00</p>
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contrated Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
549	Other Advertising	
552	Posters	
553	Publications	
580	<p>Travel: Visit Hub Schools (meals, mileage) \$500 Instructional Strategies for GAP Students (meals, mileage) \$1,000</p>	<p>\$500.00 \$1,000.00</p>

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	AP Training for Teachers (meals, mileage) \$1,000 Networking (meals, mileage) \$1,000 National Conferences (Math, English, Social Studies, Science) \$1,000 Technology/Project Based Learning Conference (meals, mileage, lodging) \$2,000 State Conferences (KCTE, KRA, KCLM, CTE) (meals, mileage, lodging) \$4,000 Comment/Justification: Teachers and administrators will need to travel in order to attend network meetings, national/state/local conferences, and administrators' meetings, as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.	\$1,000.00 \$1,000.00 \$1,000.00 \$2,000.00 \$4,000.00 Subtotal: \$10,500.00
610	General Supplies: Archaeology Supplies (Marshalltown trowels, spades, sifting screens, measuring tape, hand pruners, hedge shears, magnifying glasses) \$400 Arts and Humanities Supplies (canvas boards, art materials) \$500 Comment/Justification: Archaeology teacher networks with University of Kentucky Archaeologist in which they collaborate to provide students with a real world archaeology dig centered around a civil war fort adjoined to LCHS school property – updated supplies are needed to fulfill this community service project and to promote discovery/inquiry learning. To expand student experiences in Arts and Humanities and fulfill Program Review requirements, the A/H teacher will need canvas boards and art materials.	\$400.00 \$500.00 Subtotal: \$900.00
616	Food Non Instructional Non Food Service:	
617	Food Instructional Non Food Service:	
626	Gasoline	
627	Diesel Fuel: Community Based Field Trips Comment/Justification: Transportation will be provided for students and teachers to explore real world content experiences through community based fieldtrips.	\$500.00
629	Alternative Fuels	
641	Library Books Accelerated Reader books and high level student interest books Comments/Justification: To increase student comprehension and fluency skills, the library will purchase high level student interest Accelerated Reader books and Kentucky Bluegrass Award books.	\$1,000.00

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642	<p>Periodicals and Newspapers: Subscriptions: The New York Times Upfront, Weekly Readers, National Geographic, Scholastic Math Classroom magazines, 2 sets of Discover, Informational Resources (ex. Time magazine/New York Times) NCSS Journal</p> <p>Comment/Justification:</p> <p>Periodicals will provide resources for teachers to use in the classroom featuring current events that are appealing and engaging to students. The ERS team is working with teacher leaders to improve literacy in all content areas. This is one means for fostering reading and writing across all discipline areas through meaningful, informational text.</p>	\$2,500.00																																
643	Supplemental Books, Study Guides and Curr.																																	
644	Textbooks & Other Instructional Materials:																																	
645	Audio Visual Materials																																	
646	<p>Tests:</p> <p>Student AP Exams and Dual Credit Courses (AP 100 students x \$50) (dual credit 60 students x \$50) \$8,000.00</p> <p>Comment/Justification:</p> <p>More students will take advantage of AP exams and dual credit classes at the high school level if they have financial assistance. This initiative will increase student enrollment in advanced classes to help prepare students for post-secondary life.</p>	\$8,000																																
647	Reference Materials																																	
649	Binding and Repairs																																	
650	<p>Supplies – Technology Related: Ti84 Plus Calculators, Batteries-\$4,000.00</p> <p>STEM Materials:</p> <table><tr><td>EC/TDS Low Range Meter-Water Probe-2x120-</td><td>\$240.00</td></tr><tr><td>PH Field Meter-Water Probe-2x100-</td><td>\$200.00</td></tr><tr><td>Dissolved O2 Meter/Probe-2X35-</td><td>\$70.00</td></tr><tr><td>LaMotte Water Investigation-</td><td>\$250.00</td></tr><tr><td>Bacterial Pollution Kit-</td><td>\$60.00</td></tr><tr><td>Soil Sampler-</td><td>\$11.00</td></tr><tr><td>Water Treatment Activity Model-</td><td>\$231.00</td></tr><tr><td>Ground Water Station Kit-2x83-</td><td>\$166.00</td></tr><tr><td>Investigating Plate Tectonics-</td><td>\$40.00</td></tr><tr><td>Mapping Earthquakes and Volcanoes-</td><td>\$40.00</td></tr><tr><td>Student Geiger Counter-</td><td>\$365.00</td></tr><tr><td>Science of Sailing-2x60-</td><td>\$120.00</td></tr><tr><td>STEM-Catapult Design Challenge-2x47-</td><td>\$94.00</td></tr><tr><td>Estimating Population Size-</td><td>\$130.00</td></tr><tr><td>WattsUp Meter Module-</td><td>\$182.00</td></tr><tr><td>Subtotal:</td><td>\$7,407.00</td></tr></table> <p>Comment/Justification:</p>	EC/TDS Low Range Meter-Water Probe-2x120-	\$240.00	PH Field Meter-Water Probe-2x100-	\$200.00	Dissolved O2 Meter/Probe-2X35-	\$70.00	LaMotte Water Investigation-	\$250.00	Bacterial Pollution Kit-	\$60.00	Soil Sampler-	\$11.00	Water Treatment Activity Model-	\$231.00	Ground Water Station Kit-2x83-	\$166.00	Investigating Plate Tectonics-	\$40.00	Mapping Earthquakes and Volcanoes-	\$40.00	Student Geiger Counter-	\$365.00	Science of Sailing-2x60-	\$120.00	STEM-Catapult Design Challenge-2x47-	\$94.00	Estimating Population Size-	\$130.00	WattsUp Meter Module-	\$182.00	Subtotal:	\$7,407.00	<p>\$5,208.00</p>
EC/TDS Low Range Meter-Water Probe-2x120-	\$240.00																																	
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Student Geiger Counter-	\$365.00																																	
Science of Sailing-2x60-	\$120.00																																	
STEM-Catapult Design Challenge-2x47-	\$94.00																																	
Estimating Population Size-	\$130.00																																	
WattsUp Meter Module-	\$182.00																																	
Subtotal:	\$7,407.00																																	

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	<p>Instructional technology updates designed to foster 21st century skills will enhance teaching and learning.</p> <p>The GradeCam technology will be used for item analysis of formative and summative assessment to provide additional resources to maximize data analysis as a basis for decision making. The Doc Viewer is an essential part of using GradeCam.</p> <p>Students will be able to participate in hands-on, inquiry based activities recommended by the National Math and Science Initiative (NMSI). These activities will prepare students take rigorous college courses in math and science and equip students for careers in those fields. NMSI's mission is to improve student performance in the critical subjects of science, technology, engineering and math (STEM). These resources guide teachers to incorporate inquiry activities as a fundamental part of instruction.</p>	
674	<p>Awards: Student rewards and recognitions, PBIS rewards</p> <p>Comment/Justification: School leadership will recognize students for good behavior (Cardinal of the Month, Student of the Month), attendance and academics (CERT, ACT, EOC, CCR, KOSSA, ASVAB) with LCHS logo items and other small tokens.</p>	\$200.00
679	Other Student Activities:	
694	Equipment Supplies:	
695	Furniture and Fixtures Supplies	
734	<p>Technology Related – Hardware: Apple IMAC Wireless Mouse and Keyboards (15 @ \$60.00 per pair) Wireless Headphones (5 @ \$50 each)</p> <p>Comment/Justification: Technology will be updated in order to serve as a bridge to more engaged, relevant, meaningful, and personalized learning which can lead to higher academic achievement. Also, technology provides a platform for more informed decision making using timely, meaningful data to shape learning opportunities. To fully realize the educational opportunities that 21st century skills can bring to students, educators must formally incorporate them into the curriculum, instruction, and assessment.</p>	<p>\$2,000.00 \$1,200.00 \$250.00 Subtotal: \$3,450.00</p>
735	Technology Software:	
810	Dues & Fees	
892	Parent Involvement Meetings:	
894	<p>Field Trips – Instructional:</p> <p>College Visits \$500 Market House Theater, Badgett Theater, Four Rivers \$500 OCP Transitional Activities (job shadow, post-secondary options)</p>	<p>\$500.00 \$500.00 \$500.00</p>

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	<p>\$500.00</p> <p>Comment/Justification: The instructional coach, and guidance counselor will organize college visits/post-secondary options for each grade level.</p> <p>The instructional coach and A/H teachers will coordinate opportunities for students to attend cultural events at local and nearby facilities that feature local artists. In addition, students can have enrichment opportunities to attend plays at the Carson Center in nearby Paducah, KY. These opportunities feed into Program Review initiatives.</p> <p>The instructional coach and guidance counselor will increase awareness of various post-secondary options for students by providing job shadowing opportunities, college visits and technical college visits.</p>	Subtotal: \$1,500.00
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About the National Math and Science Initiative

NMSI was formed to address one of this nation's greatest economic and intellectual threats - the declining number of students who are prepared to take rigorous college courses in math and science and are adequately equipped for careers in those fields. To flourish in the 21st century, the United States must continue to generate intellectual capital that can drive the economic engine of our future prosperity. This crucial project was initiated as a public-private partnership, led by private donors such as Exxon Mobil Corporation, the Bill and Melinda Gates Foundation, and the Michael and Susan Dell Foundation.

Our Mission

NMSI's mission is to improve student performance in the critical subjects of science, technology, engineering and math (STEM). NMSI's programs transform teaching, transform schools, and are transforming education in the United States

Manuals from National Science Math Initiative

Inquiring Minds Want to Know: Module 1

Module 1 Description:

Participants will be introduced to the philosophy, the website and resources of National Math and Science Initiative. Lessons will be explored that incorporate inquiry activities and teaching strategies. Each lesson for this day was chosen because it covers content related to each of the four Big Ideas outlined in the AP Biology Curriculum Framework.

Learner Outcomes:

Participants will

- Develop a rich understanding of the philosophy of rigorous instruction in the classroom.
- Review and make connections to the Big Ideas of AP Biology.
- Examine the Science Practices used with each lesson.
- Identify and relate each lesson to Common Core State Standards, Next Generation Science Standards, and AP Biology Curriculum Framework.
- Explore deeper content-based knowledge about evolution, photosynthesis, DNA, and biochemistry.
- Participate in an activity illustrating natural selection using a simulation.
- Create an experiment to illustrate another factor that may affect photosynthesis in leaf discs.
- Describe the chemical processes behind extracting DNA and participate in a competition to extract a larger amount of DNA.
- Model a teaching strategy for enzymes.
- Design an experiment to increase the reaction rate of enzymatic reactions in catalase.
- Use confirmation tests to find various biomolecules within a food specimen.

Biology: Bringing Math to Life

Module 2

Module 2 Description:

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Participants will see how math is integrated in lessons that stem from each Big Idea in AP Biology. These lessons require high levels of math skills and incorporate many concepts at once.

Learner Outcomes:

Participants will

- Develop a rich understanding of the philosophy of rigorous instruction in the classroom.
- Review and make connections to the Big Ideas of AP Biology.
- Examine the Science Practices used with each lesson.
- Identify and relate each lesson to Common Core State Standards, Next Generation Science Standards, and AP Biology Curriculum Framework.
- Explore deeper content-based knowledge about Hardy-Weinberg equation, surface area to volume ratios, chi-square, population equations, and rates of diffusion.
- Participate in an activity using notecards to illustrate random mating, genetic drift, and mutations calculating allelic and genotypic frequencies using the Hardy-Weinberg equations.
- Calculate surface area to volume ratios in various shapes of agar and perform an inquiry-based experiment to increase surface area to volume ratios.
- Perform a chi-square analysis on an ear of maize.
- simulate population growth on a theoretical deer population and a Bacterial population and compare the two population growths.
- Collect data on the effect of various percentages of corn syrup on raw potato pieces and determine the percentage of corn syrup that is
 - Isotonic to a raw potato piece.

Biology: Oh What a Conceptual Web We Weave
Module 3

Module 3 Description:

In this module participants will see the connections teachers should be making between concepts and Big Ideas in the classroom. Many of the lessons span across several concepts at once.

Learner Outcomes:

Participants will

- Develop a rich understanding of the philosophy of rigorous instruction in the classroom.
- Review and make connections to the Big Ideas of AP Biology.
- Examine the Science Practices used with each lesson.
- Identify and relate each lesson to Common Core State Standards, Next Generation Science Standards and AP Biology Curriculum Framework.
- Explore deeper content-based knowledge about variation in populations, meiosis, spermatogenesis and oogenesis, stomatal density, and transpiration.
- Construct acceptable outline for free response essays.
- Take measurements on plant and hand traits and perform statistics to examine the dispersion of the data.
- Model meiosis and participate in a sperm race to an oocyte with pool noodles to determine genotypes and phenotypes.
- Calculate stomatal density on monocots and dicots.
- Calculate the differences in transpiration rates between monocots and dicots.
- Be able to make connections across all the concepts in these lessons.

Supply list:

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balances, calculators, rulers, lab aprons, gloves, microscope cover slips, microscope slides, compound microscope, 250 mL beakers, 10 mL graduated cylinders, pipette, graphing software, meter stick, clamps, funnel, 1000mL graduated cylinder, C-clamp, scissors, stopwatch, 12 mL syringes, 600 mL beakers, hot plate, centrifuge tube - screw cap, microcentrifuge tube, wood splints, Hydrochloric Acid, forceps, test tube rack, filter paper, Sudan III in dropper bottle, Biuret's reagent in dropper bottle, Benedict's solution, Biuret reagent, dropper bottles, Sudan III, iodine-potassium iodide solution, agar blocks with phenolphthalein, Population Growth Generator Model, 12 cm dialysis tubing. Common household items: notecards, tape, yarn, balloons, paper towels, rubber bands, paper clips, dice, baking soda, ziplock baggies, hole punch, push pins, plastic wrap, aluminum foil, sharpies

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Year 2

Code	Related Budget Narrative	Amount Requested
110	<p>Certified Services: Math Interventionist (185 days)</p> <p>Comment/Justification: Math interventionist will co-teach in a mathematics classroom to support the implementation of the Boyle County Co-Teaching Method (station teaching). The math interventionist will also conduct learning labs to provide instruction for foundational skills to at risk students enrolled in the co-teaching mathematical environment.</p>	<p>\$54,550.00 Subtotal: \$54,550.00</p>
111	Extended Days	
112	Extra Duty	
113	<p>Other Certified: Instructional Coach (additional 15 days)</p> <p>Comment/Justification: The instructional coach will increase awareness of various post-secondary options for students by providing job shadowing opportunities, college visits and technical college visits. Instructional coach will work with all teachers in implementing researched best practices/instructional strategies and building capacity within the teaching staff. Instructional coach will encourage, guide and provide feedback through guided planning, PLCs, professional learning opportunities, technology support and walkthrough observations to all content teachers. Instructional coach will have extended days for planning and collaborating with school and district leadership and for monitoring and assisting with summer activities. Instructional coach has additional days serving as the district assessment coordinator.</p>	<p>\$4,000.00 Subtotal: \$4,000.00</p>
120	<p>Certified Substitutes for: Curriculum & Common Assessment Review (once ea. semester, 15 subs x 2 semesters x \$100) For Hub School Visits (once ea. semester, 15 subs x 2 semesters x \$100) Instructional Strategies for Gap Students (training) (once ea. semester, 15 subs x 2 semesters x \$100) Instruction Modeling Across Disciplines (5 subs x \$100 x 1 day) Networking(once ea. semester, 15 subs x 2 semesters x \$100) National and Local Conferences (Math, English, Social Studies, Science) Technology/Project Based Learning Conference State Conferences (KCTE, KRA, KCLM,CTE)</p> <p>Comment/Justification: Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction. Teachers will be able to visit a Hub School or another success site visit</p>	<p>\$3,000.00 \$3,000.00 \$3,000.00 \$500.00 \$3,000.00 \$5,000.00 \$2,000.00 \$3,000.00 Subtotal: \$22,500.00</p>

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	<p>to broaden stakeholder awareness of the successful practices that enhance academic achievement and then to further implement those practices at LCHS.</p> <p>Exemplary teachers with instruction will work with teachers directly in their classrooms to model best practices and assist with engaging strategies.</p> <p>Teachers will be able to participate in content network meetings as well as national and local conferences in order to increase their level of expertise in using technology and in implimenting ELA and math standards into their curriculum. There will be an overall focus on improving instructional and assessment practices.</p>	
130	<p>Classified Salary: Bus Driver (community field trips) (5 days x 4 hrs. x \$25 hrly.)</p> <p>Comment/Justification: Transportation will be provided for students and teachers to explore real world content experiences through community based fieldtrips.</p>	<p>\$500.00 Subtotal: \$500.00</p>
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance: Math Interventionist \$300.00	\$300.00
219	Other Group Insurance	
221	FICA(6.20% of salary):	
222	Medicare (1.45% of salary): Math Interventionist \$800.00	\$800.00
231	KTRS(15.35% of salary): Math Interventionist \$8,375.00 Instructional Coach \$625.00	\$9,000.00
232	CERS (18.89% of salary):	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	Unemployment Insurance (3.37% of salary): Math Interventionist \$200.00	\$200.00
253	KSBA Unemployment Insurance	
260	Worker's Comp. (0.90% of salary): Math Interventionist \$500.00	\$500.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Health Insurance: Math Interventionist \$7,850.00	\$23,550.00
295	State Life Ins.: Math Interventionist \$25.00	\$25.00
296	Adm. Fee: Math Interventionist \$100.00	\$100.00

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297	Federally Funded Flexible Spending Benefits Math Interventionist \$2,100.00	\$2,100
299	<p>Other Employee Benefits: National Board Certification (mentoring fee 2 x \$100, 25% of remaining cost of certification 2 x \$500) Teacher Leader Masters Program (grad. level courses 5 teachers x 12 credit hrs. x \$500)</p> <p>Comment/Justification:</p> <p>Teachers will be encouraged and supported in earning National Board Certification and/or earning graduate course credit in the Teacher Leader Masters Program at Murray State University.</p>	<p>\$1,200.00 \$30,000.00 Subtotal: \$31,200.00</p>
322	<p>Education Consultant: WKSEC \$0.00 Western KY Novice Reduction Coach \$0.00</p> <p>Comment/Justification:</p> <p>Consultants from WKSEC, who specialize in engagement and classroom management strategies, will provide professional learning for LCHS staff. The consultants will periodically provide follow-up work and observations throughout the school year in order to reinforce implementation of strategies.</p> <p>In an effort to reduce students scoring novice, Western Kentucky Novice Reduction Coach will provide Co-Teaching professional learning experiences for LCHS staff with a direct focus on effective models such as station, parallel, and skills group which in essence will assist in closing the achievement gap. Follow-up work and observations by the Novice Reduction Coach will take place periodically throughout the school year with specific feedback and coaching points.</p> <p>School leadership, instructional coach, and ERS staff will visit classrooms to perform fidelity checks and provide monitoring, feedback and support. The leadership team will foster professional growth in areas of need as identified by walkthrough observations. This team will utilize Total Participation Techniques and other research based instructional strategies to strengthen instructional practices and promote researched-based activities that foster active engagement.</p> <p>School leadership, instructional coach, and ERS staff will build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment <i>process</i>, as opposed to the use of formative assessment <i>activities</i>. Professional Learning Communities will expand from vertical, content area meetings to include horizontal, grade level meetings in order to address specific individual needs.</p> <p>The instructional coach will provide professional learning as needed with updated software, new technology support materials and project-based learning initiatives.</p>	\$0.00

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335	Professional Consultant:	\$0.00
338	Registration Fees: Instructional Strategies for Gap Students w/ Materials \$1,000 College Placement Exam Prep. \$1,000 AP Training \$1,000 National Conferences (Math, English, Social Studies, Science) \$2000 Technology Conference \$1,000 State Conference including Membership (KCTE, KRA, KCLM, CTE) \$2000 Content Area Annual Membership Dues \$1000 Comment/Justification: Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide. State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students. Teachers will attend network meetings, national/state/local conferences, administrators' meetings, and a retreat as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.	\$1,000.00 \$1,000.00 \$1,000.00 \$2,000.00 \$1,000.00 \$2,000.00 \$1,000.00 Subtotal: \$9,000.00
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
549	Other Advertising	
552	Posters	
553	Publications	
580	Travel: Visit Hub Schools (meals, mileage) \$500 Instructional Strategies for Gap Students (meals, mileage) \$1,000 AP Training for Teachers (meals, mileage) \$1,000 Networking (meals, mileage) \$1,000 National Conferences (Math, English, Social Studies, Science) \$1,000 Technology/Project Based Learning Conference (meals, mileage, lodging) \$2,000 State Conferences (KCTE, KRA, KCLM, CTE) (meals, mileage, lodging) \$4,000	\$500.00 \$1,000.00 \$1,000.00 \$1,000.00 \$1,000.00 \$2,000.00 \$729.00

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	<p>Comment/Justification:</p> <p>Teachers and administrators will need to travel in order to attend network meetings, national/state/local conferences, and administrators' meetings as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.</p>	<p>\$4,000.00</p> <p>Subtotal: \$10,500.00</p>
610	General Supplies:	
616	Food Non Instructional Non Food Service:	
617	Food Instructional Non Food Service:	
626	Gasoline	
627	<p>Diesel Fuel:</p> <p>Community Based Field Trips</p> <p>Comment/Justification:</p> <p>Transportation will be provided for students and teachers to explore real world content experiences through community based fieldtrips.</p>	<p>\$500.00</p>
629	Alternative Fuels	
641	Library Books	
642	<p>Periodicals and Newspapers:</p> <p>Subscriptions: The New York Times Upfront, Weekly Readers, National Geographic, Scholastic Mathematics Classroom magazine, 2 sets of Discover, Informational resources (ex. Time magazine/New York Times)</p> <p>NCSS Journal</p> <p>Comment/Justification:</p> <p>Periodicals will provide resources for teachers to use in the classroom featuring current events that are appealing as well as engaging to students. The ERS team is working with teacher leaders to improve literacy in all content areas. This is one means for fostering reading and writing across all discipline areas through meaningful, informational text.</p>	<p>\$2,500.00</p>
643	Supplemental Books, Study Guides and Curr.:	\$0.00
644	Textbooks & Other Instructional Materials:	
645	Audio Visual Materials	
646	<p>Tests:</p> <p>Student AP Exams and Dual Credit Courses (AP 100 students x \$50) (dual credit 60 students x \$50) \$8,000.00</p> <p>Comment/Justification:</p> <p>More students will take advantage of AP exams and dual credit classes at the high school level if they have financial assistance. This initiative will increase student enrollment in advanced classes to help prepare students for post-secondary life.</p>	<p>\$8,000.00</p>
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related:	

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	GradeCam (\$2.50 per student x 360) Comment/Justification: The GradeCam technology will be used for item analysis of formative and summative assessment to provide additional resources to maximize data analysis as a basis for decision making. The Doc Viewer is an essential part of using GradeCam.	\$900.00 Subtotal: \$900.00
674	Awards: Student rewards and recognitions, PBIS rewards Comment/Justification: School leadership will recognize students for good behavior (Cardinal of the Month, Student of the Month), attendance and academics (CERT, College Placement Exam, EOC, CCR, KOSSA, ASVAB) with LCHS logo items and other small tokens.	\$200.00
679	Other Student Activities:	
694	Equipment Supplies:	
695	Furniture and Fixtures Supplies:	
734	Technology Related – Hardware:	
735	Technology Software: Accelerated Reader \$2,500.00 Catchup Math \$3,500 Reading Plus \$3,500 CERT \$3,500 Plan Book (12 x 20) \$240 Comment/Justification: Reading Plus and Cathup Math will be used as intervention programs for reading and math. These programs have been utilized for the past couple of years and have proven to be effective in substantiating academic growth gains CERT will continue to be the benchmark assessment utilized at LCHS and is used to provide guidance as to mastered skills in the areas of English, reading, math and science. The CERT assessment is highly correlated to the College Placement Exam assessment and therefore is utilized as a good predictor for meeting benchmark requirements. Through use of exam room and study hall, students can view tutorials and remediate misconceptions; hence this program meets individualized academic needs. Plan book licenses will continue to allow teachers to share their lesson plans with administration as well as colleagues in order to plan together beyond the normal school hours (benefits co-teaching planning).	\$2,500.00 \$3,500.00 \$3,500.00 \$3,500.00 \$240.00 Subtotal: \$13,240.00
810	Dues & Fees	

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892	Parent Involvement Meetings:	
894	Field Trips – Instructional: College Visits \$500 Market House Theater, Badgett Theater, Four Rivers \$500 OCP Transitional Activities (job shadow, post-secondary options) \$500.00 Subtotal: \$1,500.00 Comment/Justification: The instructional coach and guidance counselor will organize college visits/post-secondary options for each grade level. The instructional coach and A/H teachers will coordinate opportunities for students to attend cultural events at local and nearby facilities that feature local artists. In addition, students can have enrichment opportunities to attend plays at the Carson Center in nearby Paducah, KY. These opportunities feed into Program Review initiatives. The instructional coach and guidance counselor will increase awareness of various post-secondary options for students by providing job shadowing opportunities, college visits, and technical college visits.	\$500.00 \$500.00 \$500.00 Subtotal: \$1,500.00

Year 3

Code	Related Budget Narrative	Amount Requested
110	Certified Services: Math Interventionist (185 days) Comment/Justification: Math interventionist will co-teach in a mathematics classroom to support the implementation of the Boyle County Co-Teaching Method (station teaching). The math interventionist will also conduct learning labs to provide instruction for foundational skills to at risk students enrolled in the co-teaching mathematical environment.	\$54,550.00 Subtotal: \$54,550.00
111	Extended Days	
112	Extra Duty	
113	Other Certified: Instructional Coach (additional 15 days) Comment/Justification: The instructional coach will increase awareness of various post-secondary options for students by providing job shadowing opportunities, college visits and technical college visits. Instructional coach will work with all teachers in implementing researched best practices/instructional strategies and building capacity within the teaching staff. Instructional coach will encourage, guide and provide feedback through guided planning, PLCs, professional learning opportunities, technology support and walkthrough observations to all content teachers. Instructional coach will have extended days for	\$4,000.00 Subtotal: \$4,000.00

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	planning and collaborating with school and district leadership and for monitoring and assisting with summer activities. Instructional coach has additional days serving as the district assessment coordinator.	
120	<p>Certified Substitutes for: Curriculum & Common Assessment Review (once ea. semester, 15 subs x 2 semesters x \$100) For Hub School visits (once ea. semester, 15 subs x 2 semesters x \$100) Instructional Strategies for Gap Students (training) (once ea. semester, 15 subs x 2 semesters x \$100) Instruction Modeling Across Disciplines (5 subs x \$100 x 1 day) Networking(once ea. semester, 15 subs x 2 semesters x \$100) National and Local Conferences (Math, English, Social Studies, Science) Technology/Project Based Learning Conference State Conferences (KCTE, KRA, KCLM,CTE)</p> <p>Comment/Justification:</p> <p>Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction.</p> <p>Teachers will be able to visit a Hub School or another success site visit to broaden stakeholder awareness of the successful practices that enhance academic achievement and then to further implement those practices at LCHS.</p> <p>Exemplary teachers with instruction will work with teachers directly in their classrooms to model best practices and assist with engaging strategies.</p> <p>Teachers will be able to participate in content Network meetings as well as national and local conferences in order to increase their level of expertise in using technology and in implimenting ELA and math standards into their curriculum. There will be an overall focus on improving instructional and assessment practices.</p>	<p>\$3,000.00 \$3,000.00 \$3,000.00 \$500.00 \$3,000.00 \$5,000.00 \$2,000.00 \$3,000.00 Subtotal: \$22,500.00</p>
130	<p>Classified Salary: Bus Driver (community field trips) (5 days x 4 hrs. x \$25 hrly.)</p> <p>Comment/Justification:</p> <p>Transportation will be provided for students and teachers to explore real world content experiences through community based fieldtrips.</p>	\$500.00
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance: Math Interventionist \$300.00	\$300.00
219	Other Group Insurance	

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221	FICA(6.20% of salary):	
222	Medicare (1.45% of salary): Math Interventionist \$800.00	\$800.00
231	KTRS(15.35% of salary): Math Interventionist \$8,375.00 Instructional Coach \$625.00	\$9,000.00
232	CERS (18.89% of salary):	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	Unemployment Insurance: Math Interventionist \$200.00	\$200.00
253	KSBA Unemployment Insurance	
260	Worker's Comp. (0.90% of salary): Math Interventionist \$500.00	\$500.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Health Insurance: Math Interventionist \$7,850.00	\$7,850.00
295	State Life Ins.: Math Interventionist \$25.00	\$25.00
296	Adm. Fee: Math Interventionist \$100.00	\$100.00
297	Federally Funded Flexible Spending Benefits Math Interventionist \$2,100.00	\$2,100.00
299	Other Employee Benefits: National Board Certification (mentoring fee 2 x \$100, 25% of remaining cost of certification 2 x \$500) Teacher Leader Masters Program (Grad. Level courses 5 teachers x 12 credit hrs. x \$500) Comment/Justification: Teachers will be encouraged and supported in earning National Board Certification and/or earning graduate course credit in the Teacher Leader Masters Program at Murray State University.	\$1,200.00 \$30,000.00 Subtotal: \$31,200.00
322	Education Consultant: WKSEC \$0.00 Western KY Novice Reduction Coach \$0.00 Comment/Justification: Consultants from WKSEC, who specialize in engagement and classroom management strategies, will provide professional learning for LCHS staff. The consultants will periodically provide follow-up work and observations throughout the school year in order to reinforce implementation of strategies.	\$0.00

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	<p>In an effort to reduce students scoring novice, Western Kentucky Novice Reduction Coach will provide Co-Teaching professional learning experiences for LCHS staff with a direct focus on effective models such as station, parallel, and skills group which in essence will assist in closing the achievement gap. Follow-up work and observations by the Novice Reduction Coach will take place periodically throughout the school year with specific feedback and coaching points.</p> <p>School leadership, instructional coach, and ERS staff will visit classrooms to perform fidelity checks and provide monitoring, feedback and support. The leadership team will foster professional growth in areas of need as identified by walkthrough observations. This team will utilize Total Participation Techniques and other research based instructional strategies to strengthen instructional practices and promote researched-based activities that foster active engagement. School leadership, instructional coach, and ERS staff will build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment <i>process</i>, as opposed to the use of formative assessment <i>activities</i>. Professional Learning Communities will expand from vertical, content area meetings to include horizontal, grade level meetings in order to address specific individual needs.</p> <p>The instructional coach will provide professional learning as needed with updated software, new technology support materials and project-based learning initiatives.</p>	
335	Professional Consultant:	
338	<p>Registration Fees:</p> <p>Instructional Strategies for Gap Students w/ Materials \$1,000</p> <p>College Placement Exam Prep. \$1,000</p> <p>AP Training \$1,000</p> <p>National Conferences (Math, English, Social Studies, Science) \$2000</p> <p>Technology Conference \$1,000</p> <p>State Conference including Membership (KCTE, KRA, KCLM, CTE) \$2000</p> <p>Content Area Annual Membership Dues \$1000</p> <p>Comment/Justification:</p> <p>Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide. State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students.</p> <p>Teachers will attend network meetings, national/state/local conferences, administrators' meetings, and a retreat as appropriate. These professional growth experiences will allow educators to be more</p>	<p>\$1,000.00</p> <p>\$1,000.00</p> <p>\$1,000.00</p> <p>\$2,000.00</p> <p>\$1,000.00</p> <p>\$2,000.00</p> <p>\$1,000.00</p> <p>Subtotal: \$9,000.00</p>

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	prepared to address the causes and contributing factors to our current level of student achievement.	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contrated Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
549	Other Advertising	
552	Posters	
553	Publications	
580	Travel: Visit Hub Schools (meals, mileage) \$500 Instructional Strategies for Gap Students (meals, mileage) \$1,000 AP Training for Teachers (meals, mileage) \$1,000 Networking (meals, mileage) \$1,000 National Conferences (Math, English, Social Studies, Science) \$1,000 Technology/Project Based Learning Conference (meals, mileage, lodging) \$2,000 State Conferences (KCTE, KRA, KCLM, CTE) (meals, mileage, lodging) \$4,000 Comment/Justification: Teachers and administrators will need to travel in order to attend network meetings, national/state/local conferences, and administrators' meetings as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.	\$500.00 \$1,000.00 \$1,000.00 \$1,000.00 \$1,000.00 \$2,000.00 \$4,000.00 Subtotal: \$10,500.00
610	General Supplies:	
616	Food Non Instructional Non Food Service:	
617	Food Instructional Non Food Service:	
626	Gasoline	
627	Diesel Fuel: Community Based Field Trips Comment/Justification: Transportation will be provided for students and teachers to explore real world content experiences through community based fieldtrips.	\$500.00
629	Alternative Fuels	

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District Application for School Improvement Funds
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641	Library Books	
642	<p>Periodicals and Newspapers: Subscriptions: The New York Times Upfront, Weekly Readers, National Geographic, Scholastic Mathematics Classroom magazines, 2 sets of Discover, Informational resources (ex. Time magazine/New York Times) NCSS Journal</p> <p>Comment/Justification:</p> <p>Periodicals will provide resources for teachers to use in the classroom featuring current events that are appealing as well as engaging to students. The ERS team is working with teacher leaders to improve literacy in all content areas. This is one means for fostering reading and writing across all discipline areas through meaningful, informational text.</p>	\$2,500.00
643	Supplemental Books, Study Guides and Curr.:	\$0.00
644	Textbooks & Other Instructional Materials:	
645	Audio Visual Materials	
646	<p>Tests: Student AP Exams and dual credit courses (AP 100 students x \$50) (dual credit 60 students x \$50) \$8,000.00</p> <p>Comment/Justification:</p> <p>More students will take advantage of AP exams and dual credit classes at the high school level if they have financial assistance. This initiative will increase student enrollment in advanced classes to help prepare students for post-secondary life.</p>	\$8,000.00
647	Reference Materials	
649	Binding and Repairs	
650	<p>Supplies – Technology Related: GradeCam (\$2.50 per student x 360)</p> <p>Comment/Justification:</p> <p>The GradeCam technology will be used for item analysis of formative and summative assessment to provide additional resources to maximize data analysis as a basis for decision making. The Doc viewer is an essential part of using GradeCam.</p>	<p>\$900.00 Subtotal: \$900.00</p>
674	<p>Awards: Student Rewards and Recognitions, PBIS rewards</p> <p>Comment/Justification:</p> <p>School leadership will recognize students for good behavior (Cardinal of the Month, Student of the Month), attendance and academics (CERT, College Placement Exam, EOC, CCR, KOSSA, ASVAB) with LCHS logo items and other small tokens.</p>	\$200.00
679	Other Student Activities:	

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District Application for School Improvement Funds
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694	Equipment Supplies:	
695	Furniture and Fixtures Supplies	
734	Technology Related – Hardware:	
735	<p>Technology Software:</p> <p>Accelerated Reader \$2,500.00</p> <p>Catchup Math \$3,500</p> <p>Reading Plus \$3,500</p> <p>CERT \$3,500</p> <p>Plan Book (12 x 20) \$240</p> <p>Comment/Justification:</p> <p>Reading Plus and Cathup Math will be used as intervention programs for reading and math. These programs have been utilized for the past couple of years and have proven to be effective in substantiating academic growth gains.</p> <p>CERT will continue to be the benchmark assessment utilized at LCHS and is used to provide guidance as to mastered skills in the areas of English, reading, math and science. The CERT assessment is highly correlated to the ACT assessment and therefore is utilized as a good predictor for meeting benchmark requirements. Through use of exam room and study hall, students can view tutorials and remediate misconceptions; hence this program meets individualized academic needs.</p> <p>Plan book licenses will continue to allow teachers to share their lesson plans with administration as well as colleagues in order to plan together beyond the normal school hours (benefits co-teaching planning).</p>	<p>\$2,500.00</p> <p>\$3,500.00</p> <p>\$3,500.00</p> <p>\$3,500.00</p> <p>\$240.00</p> <p>Subtotal: \$13,240.00</p>
810	Dues & Fees	
892	Parent Involvement Meetings:	
894	<p>Field Trips – Instructional:</p> <p>College Visits \$500</p> <p>Market House Theater, Badgett Theater, Four Rivers \$500</p> <p>OCP Transitional Activities (job shadow, post-secondary options) \$500.00</p> <p>Comment/Justification:</p> <p>The instructional coach and guidance counselor will organize college visits/post-secondary options for each grade level.</p> <p>The instructional coach and A/H teachers will coordinate opportunities for student to attend cultural events at local and nearby facilities that feature local artists. In addition, students can have enrichment opportunities to attend plays at the Carson Center in nearby Paducah, KY. These opportunities feed into Program Review initiatives.</p> <p>The instructional coach, and guidance counselor will increase awareness of various post-secondary options for students by providing job shadowing opportunities, college visits and technical college visits.</p>	<p>\$500.00</p> <p>\$500.00</p> <p>\$500.00</p> <p>Subtotal: \$1,500.00</p>

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District Application for School Improvement Funds
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Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

- Title VI funds will assist to support efforts at LCHS for payment of substitute teachers, registration fees for professional learning opportunities, etc.
- Youth Services Center funding will expand initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).
- 21st CCLC funds, in accordance to grant guidelines, will collaborate with LCHS to provide afterschool services during the regular school year and summer activities.
- Professional Development funds will allow for the continued training in research-based strategies.
- Title I money was used to help fund a position allocated above and beyond the staffing formula.
- The school works in collaboration with the Family Resource/Youth Service Centers to remove barriers to student learning. 21st century funds are used to support intervention programs for students after school as well as summer activities that promote self-esteem of students as well as providing multiple learning opportunities.

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Year 1 Budget

Please Note: You may only type in the gray areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

School Livingston Central High **District** Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$54,550.00
111	Extended Days	
112	Extra Duty	
113	Other Certified	\$4,000.00
120	Certified Substitute	\$16,500.00
130	Classified Salaries	\$500.00
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	\$300.00
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	\$800.00
231	KTRS	\$9,000.00
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	\$200.00
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	\$500.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

MUNIS Code	Description of Activity	Amount Requested
294	Federally Funded Health Care Benefits	\$7,850
295	Federally Funded Life Insurance Benefits	\$25.00
296	Federally Funded State Administration Fee	\$100.00
297	Federally Funded Flexible Spending Benefits	\$2,100.00
299	Other Employee Benefits	\$31,200.00
322	Education Consultant	
335	Professional Consultant	\$5,000.00
338	Registration Fees	\$8,000.00
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	\$10,500.00
581	Travel – In District	
582	Travel – Out-of-District	

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
584	Travel – Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
610	General Supplies	\$900.00
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
626	Gasoline	
627	Diesel Fuel	\$500.00
629	Alternative Fuels	
641	Library Books	\$1,000.00
642	Periodicals and Newspapers	\$2,500.00
643	Supplemental Books, Study Guides and Curr.	
644	Textbooks & Other Instructional Materials	
645	Audio Visual Materials	
646	Tests	\$8,000.00
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related	\$7,407.00
674	Awards	\$200.00
679	Other Student Activities	
694	Equipment Supplies	
695	Furniture & Fixtures Supplies	
734	Technology Related - Hardware	\$3,450.00
735	Technology Software	
738	Instructional Equipment	

Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model
 (Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
810	Dues & Fees	
892		
894	Field Trips - Instructional	\$1,500.00
Total Amount Requested		\$ 176,582.00

Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g) **Transformation Model**

Year 2 Budget

Please Note: You may only type in the gray areas.

School Livingston Central High **District** Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$54,550.00
111	Extended Days	
112	Extra Duty	
113	Other Certified	\$4,000.00
120	Certified Substitute	\$22,500.00
130	Classified Salaries	\$500.00
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	\$300.00
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	\$800.00
231	KTRS	\$9,000.00
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	\$200.00
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	\$1,000.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Federally Funded Health Care Benefits	\$7,850.00

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$25.00
296	Federally Funded State Administration Fee	\$100.00
297	Federally Funded Flexible Spending Benefits	\$2,100.00
299	Other Employee Benefits	\$31,200.00
322	Education Consultant	
335	Professional Consultant	
338	Registration Fees	\$9,000.00
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	\$10,500.00
581	Travel – In District	
582	Travel – Out-of-District	
584	Travel – Out-of-State	

Kentucky Department of Education
District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

MUNIS Code	Description of Activity	Amount Requested
585	Travel - Meals	
586	Travel – Hotels	
589	Travel – Other	
610	General Supplies	
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
626	Gasoline	
627	Diesel Fuel	\$500.00
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	\$2,500.00
643	Supplemental Books, Study Guides and Curr.	
644	Textbooks & Other Instructional Materials	
645	Audio Visual Materials	
646	Tests	\$8,000.00
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related	\$900.00
674	Awards	\$200.00
679	Other Student Activities	
694	Equipment Supplies	
734	Technology Related - Hardware	
735	Technology Software	\$13,240.00
738	Instructional Equipment	
810	Dues & Fees	
892	Parent Involvement Meetings	

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
894	Field Trips - Instructional	\$1,500.00
Total Amount Requested		\$ 179,965.00

Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g) **Transformation Model**

Year 3 Budget

Please Note: You may only type in the gray areas.

School Livingston Central High **District** Livingston County'

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$54,550.00
111	Extended Days	
112	Extra Duty	
113	Other Certified	\$4,000.00
120	Certified Substitute	\$22,500.00
130	Classified Salaries	\$500.00
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	\$300.00
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	\$800.00
231	KTRS	\$9,000.00
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	\$200.00
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	\$500.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Federally Funded Health Care Benefits	\$7,850

Kentucky Department of Education
District Application for School Improvement Funds
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MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$25.00
296	Federally Funded State Administration Fee	\$100.00
297	Federally Funded Flexible Spending Benefits	\$2,100.00
299	Other Employee Benefits	\$31,200.00
322	Education Consultant	
335	Professional Consultant	
338	Registration Fees	\$9,000.00
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	\$10,500.00
581	Travel – In District	
582	Travel – Out-of-District	
584	Travel – Out-of-State	

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
585	Travel – Meals	
586	Travel – Hotels	
589	Travel – Other	
610	General Supplies	
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
626	Gasoline	
627	Diesel Fuel	\$500.00
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	\$2,500.00
643	Supplemental Books, Study Guides and Curr.	
644	Textbooks & Other Instructional Materials	
645	Audio Visual Materials	
646	Tests	\$7,000.00
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related	\$900.00
674	Awards	\$200.00
679	Other Student Activities	
694	Equipment Supplies	
735	Technology Software	\$13,240
738	Instructional Equipment	
810	Dues & Fees	
892	Parent Involvement Meetings	
894	Field Trips - Instructional	\$1,500.00

Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$ 179,965.00

----- End of School Application -----